

LEVEL

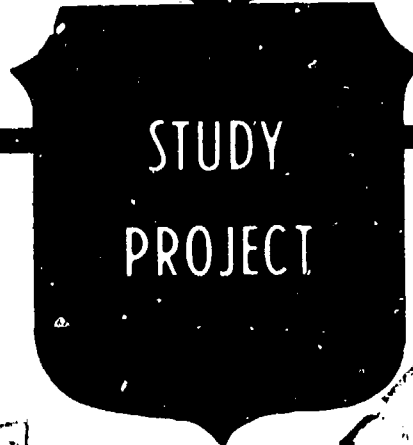
2

AD A100352

The views expressed in this paper are those of the author and do not necessarily reflect the views of the Department of Defense or any of its agencies. This document may not be released for open publication until it has been cleared by the appropriate military service or government agency.

11 15 MAY 81

12 280



JUN 18 1981

9 Study project rept.

BLACK OFFICER ACCESSION AND RETENTION

10 by

- Colonel Daniel P. Buono TC
- Colonel Dudley L. Tadem, FA
- Lieutenant [redacted] Melvin Byrd OD
- Lieutenant Colonel (P) Phillip J. Saulnier OM
- Lieutenant Colonel Claude Ellis, Jr. AD
- Lieutenant Colonel Joseph A. Hall, MS
- Lieutenant Colonel Jerry A. Hubbard, EN
- Lieutenant Colonel David S. Jackson, FA
- Lieutenant Colonel John H. Squire, IN
- Mr. William J. Randolph, Civ, Dept of State

THIS DOCUMENT IS BEST QUALITY PRACTICABLE.
THE COPY FURNISHED TO DDC CONTAINED A
SIGNIFICANT NUMBER OF PAGES WHICH DO NOT
REPRODUCE LEGIBLY.



US ARMY WAR COLLEGE, CARLISLE BARRACKS, PA 17013

402-65

Approved for public release;
distribution unlimited.

ENC FILE COPY

81 6 16 111

mt

REPORT DOCUMENTATION PAGE		READ INSTRUCTIONS BEFORE COMPLETING FORM
1. REPORT NUMBER	2. GOVT ACCESSION NO. <i>AD A100352</i>	3. RECIPIENT'S CATALOG NUMBER
4. TITLE (and Subtitle) Black Officer Accession and Retention		5. TYPE OF REPORT & PERIOD COVERED Study Project
		6. PERFORMING ORG. REPORT NUMBER
7. AUTHOR(s) Foote, E.P., COL		8. CONTRACT OR GRANT NUMBER(s)
9. PERFORMING ORGANIZATION NAME AND ADDRESS US Army War College Carlisle Barracks, Pennsylvania 17013		10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS
11. CONTROLLING OFFICE NAME AND ADDRESS Same		12. REPORT DATE 15 May 1980
		13. NUMBER OF PAGES
14. MONITORING AGENCY NAME & ADDRESS (if different from Controlling Office)		15. SECURITY CLASS. (of this report) Unclassified
		15a. DECLASSIFICATION/DOWNGRADING SCHEDULE
16. DISTRIBUTION STATEMENT (of this Report) Approved for public release; distribution unlimited.		
17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report)		
18. SUPPLEMENTARY NOTES		
19. KEY WORDS (Continue on reverse side if necessary and identify by block number)		
20. ABSTRACT (Continue on reverse side if necessary and identify by block number) Using the population of black officers 03-04, determine by investigation the validity of the alleged existence of sub-standard black officers commissioned at predominantly black universities; determine linkage between university preparation and continued service of the black officer. The basic foundation of our study emanates from conclusions drawn by the Class of 79 Black Officer Accession and Retention Study (BOAR). Data were gathered from a literature search, through interviews with personnel associated with the issue, and by attending a conference of		

CONTINUED

DD FORM 1 JAN 73 1473

EDITION OF 1 NOV 65 IS OBSOLETE

ITEM 20. Continued

Presidents and Chancellors of historically black colleges at Tuskegee Institute. Based upon an analysis of the data, specific on-going initiatives instituted by Department of the Army and the award of a contract "to determine the role of predominantly black colleges in the production of officers for the military, "the study group concluded that continued effort would be redundant, uneconomical, and potentially detrimental to on-going initiatives. Thus, the collection and analysis of additional data were suspended. The group recommends follow-on investigation and evaluation of the effectiveness of DA initiatives; the conclusions and recommendations of DA-funded study (Scarboro); and the factors affecting retention of quality junior black officers.

2

USAWC MILITARY STUDIES PROGRAM PAPER

BLACK OFFICER ACCESSION AND RETENTION
A GROUP STUDY PROJECT

by

Colonel Daniel P. Buono, TC
Colonel Dudley L. Tademy, EA
Lieutenant Colonel(P) Melvin Byrd, OD
Lieutenant Colonel(P) Phillip J. Saulnier, QM
Lieutenant Colonel Claude Ellis, Jr., AD, Co-chairman
Lieutenant Colonel Joseph A. Hall, MS
Lieutenant Colonel Jerry A. Hubbard, EN, Co-chairman
Lieutenant Colonel David S. Jackson, FA
Lieutenant Colonel John H. Squire, IN
Mr. William J. Randolph, Civ, Dept of State

Colonel Evelyn P. Foote, MP
Study Advisor

US Army War College
Carlisle Barracks, Pennsylvania
15 May 1980

The views expressed in this paper are those of the author and do not necessarily reflect the views of the Department of Defense or any of its agencies. This document may not be released for open publication until it has been cleared by the appropriate military service or government agency.

Approved for public release;
distribution unlimited.

AUTHOR(S): Daniel Buono, COL, TC; Dudley Tademy, COL, FA; Melvin Byrd, LTC(P), OD; Phillip Saulnier, LTC(P), QMC; Claude Ellis, LTC, ADA; Joseph Hall, LTC, MSC; Jerry Hubbard, LTC, CE; David Jackson, LTC, FA; John Squire, LTC, Inf; Mr. William Randolph, Civ

TITLE: Black Officer Accession and Retention Study, AY 80

FORMAT: Group Study Project

DATE: 15 May 1980

PAGES:

CLASSIFICATION: Unclassified

Using the population of black officers 03-04, determine by investigation the validity of the alleged existence of sub-standard black officers commissioned at predominantly black universities; determine linkage between university preparation and continued service of the black officer. The basic foundation of our study emanates from conclusions drawn by the Class of 79 Black Officer Accession and Retention Study (BOAR). Data were gathered from a literature search, through interviews with personnel associated with the issue, and by attending a conference of Presidents and Chancellors of historically black colleges at Tuskegee Institute. Based upon an analysis of the data, specific on-going initiatives instituted by Department of the Army and the award of a contract "to determine the role of predominantly black colleges in the production of officers for the military," the study group concluded that continued effort would be redundant, uneconomical, and potentially detrimental to on-going initiatives. Thus, the collection and analysis of additional data were suspended. The group recommends follow-on investigation and evaluation of the effectiveness of DA initiatives; the conclusions and recommendations of DA-funded study (Scarboro); and the factors affecting retention of quality junior black officers.

PREFACE

This Group Research Project was produced under the aegis of the US Army War College, Department of Command and Management. The scope and general methodology were designed by the authors and approved by the department. The research paper is designed to consolidate existing documentation relating to accession and retention of black officers and has its genesis in the BOAR Study of AY 79. The authors of the study elected to participate based upon a genuine concern for problems associated with the assessment and retention of black officers in the United States Army and the importance of this issue to our National defense posture. The outstanding assistance of personnel within the Department of the Army, the Army Staff, and supporting agencies contributed significantly to the completion of this project.

Accession For	
NTIS GRA&I	<input checked="" type="checkbox"/>
DTIC TAB	<input type="checkbox"/>
Unannounced	<input type="checkbox"/>
Justification	
Distribution/	
Availability Codes	
Dist	Avail and/or Special
A	S

TABLE OF CONTENTS

	Page
ABSTRACT.	ii
PREFACE	iii
CHAPTER I. INTRODUCTION.	1
Background Information.	1
Statement of the Problem.	2
Task Organization	3
II. METHODOLOGY	5
Literature Search	7
Procedure	8
III. ANALYSIS.	11
IV. CONCLUSIONS AND RECOMMENDATIONS	15
SELECTED BIBLIOGRAPHY	16
ANNEX A. CHRONOLOGY OF SIGNIFICANT EVENTS	
B. METHODOLOGY SCHEME	
C. SURVEY INSTRUMENTS	
D. TRIP REPORT AND DATA (ARI)	
E. TRIP REPORT AND DATA (HRC Pres/Conf)	
F. TRIP REPORT AND DATA (ASA(M&RA))	
G. MEMO. MG(Ret) DILLARD (Interview)	

CHAPTER I

INTRODUCTION

BACKGROUND INFORMATION

A group of black students from the US Army War College Class of '79, reached the conclusion that black officers were under-represented in the Army. After a meeting with the Commandant, they decided to initiate a formal study to identify ways to increase black officer accessions via the Reserve Officer Training Corps. The objectives of their study were:

1. To identify ways of increasing black officer accessions via ROTC at a rate which is reflective of the general population.
2. To improve retention of junior black officers.

The purpose was to explore the sources of commissions for black officers as well as their assignment areas, to determine if, indeed, there were factors which impeded their being competitive for promotion, school selection, and the like.

The problem statement was simply "There are not enough black officers in the Army." The AY 79 study group undertook the task to gather specific Department of the Army policy and to gain support for the project through interviews with USA Training and Doctrine Command, Deputy Chief of Staff for Reserve Officer Training Corps, the Deputy Chief of Staff for Personnel and his principal assistants. The study group gained access to both factual and statistical documentation in support of their thesis.

Interviews with seven of nineteen Professors of Military Science at Historically Black Colleges' (HBCs) provided data pertaining to both recruitment and quality of ROTC cadets at the seven institutions. To gain insight

relating to quality, leadership potential, performance, professional development, and perceptions of race relations and equal opportunity in the Army, 145 active duty black officers were interviewed. The USAWC Class of 79 was surveyed to assess perceptions of junior officers which relate to retention. The procedures cited represented the methodology incorporated by the '79 BOAR Study.

The findings and conclusions of the '79 Study centered on a need for increasing black ROTC enrollment, developing incentives geared to attract high quality black students, initiating efforts to enhance the process of socialization, upgrading communicative skills, and generating more cooperation and interaction between ROTC departments and nearby military installations.

Specific recommendations made by the '79 BOAR Study were as follows: increase Affirmative Action Plan goals for black ROTC enrollment; follow-on study group readdress retention; DA require and support joint ROTC training and social contact between white and black institutions; DA require and support teams to conduct leadership seminars; dedicate more ROTC scholarships to HFCs; strengthen instruction in communicative skills.

After receiving the brief of the completed study, the Commandant, Major General Smith, stated that the study should be continued by an interracially-mixed study group from the Class of 1980. It is by the charter of the Commandant that the 1980 study derives its basic foundation from the AY 79 BOAR Study.

STATEMENT OF THE PROBLEM

Using the population of black officers 03-04, determine by investigation the validity of the alleged existence of sub-standard black officers commissioned

at predominantly black universities; determine linkage between university preparation and continued service of the black officer.

Persistent assertions that substandard officers are entering the Army through the historically black colleges and universities have not been validated by systematic, comprehensive measurement. As a result, effective remedial efforts to be undertaken by the Army have not been clearly defined.

For many years the quality of performance of black officers, as compared with their white peers, has been of concern to the Army. Unfortunately, this concern has generally surfaced after the announced results of a Department of the Army Selection Board, but without subsequent investigation to substantiate reasons for substandard performance or to recommend remedial action. Most recently, the issue was raised regarding the promotion of blacks at a rate ten percent lower than that for whites by the 1979 O-5 Selection Board. As in the past, the issue revolved mainly around black officers whose preparation included graduation from one of the historically black colleges or universities. Therefore, the thrust of this study is to identify and measure those factors which form the basis for the apparent difference in quality, and to recommend corrective action where such action is deemed necessary.

TASK ORGANIZATION

The experiences of those who volunteered for the group research effort represent a wide spectrum of expertise ranging from socio-economic and ethnic background differences to extremely diverse career patterns. Included were both black and white officers with Combat, Combat Support, and Combat Service Support primary specialties. Also, a Department of State civilian was a key member of the group. This diversity provided excellent balance to insure objectivity in gathering, analyzing, and interpreting data related to what

promised to be a highly emotional study issue.

To complete the study within given time constraints, the need for quick organization, planning, and research coordination was paramount. The group was organized into four subcommittees with responsibility for developing methodology, data collection, analysis, and general administration. By compartmentalizing functions, actions proceeded concurrently to save time. The following milestones, tasks, and priorities were established and followed throughout the study effort:

Milestones

- | | |
|--|----------------|
| 1. Approval/coordination with DA, FORSCOM, TRADOC | 19 Dec 79 |
| 2. Develop survey instruments/War College approval | 4 Jan 80 |
| 3. Determine interviewees/records to be reviewed/
questionnaires mailed | 15 Jan 80 |
| 4. Determine location of MS IV cadets interviewed by
AY 79 BOAR Study | 10 Jan 80 |
| 5. Approval by FORSCOM/TRADOC to visit installations/
activities | Jan 80 |
| 6. Identify/contact POC's | 10 Jan 80 |
| 7. Collect data | 9 - 22 Mar 80 |
| 8. Analyze data | |
| 9. Conduct IPR | 30 Apr 80 |
| 10. Write report--1st draft | 12 Apr 80 |
| 11. Turn in final report | 16 May 80 |
| 12. Discussion/evaluation/feedback from study advisor | 19 - 30 May 80 |

At Annex A is a chronology of significant events which had an impact on the research effort.

CHAPTER II

METHODOLOGY

The methodology for the investigation incorporates several basic research techniques. The research begins with a detailed search of existing literature. The effort was to be continuous in order to determine the most current status of Army efforts which impact on enhancing the quality of officer accessions through the HBC's. The core of the research effort uses questionnaires to sample the opinions and attitudes of ROTC cadets, active duty black officers, and Military Science professors from the HBC's. Comparable samples are taken to provide control populations of active duty white officers. A supplementary effort provides a comparative study of officer performance through a review of Officer Evaluation Reports. Finally, interviews roundout the investigation. The primary purpose of the interviews is to collect data concerning the broader rationale behind certain responses to questionnaire items.

The steps of the methodology started with the development of questionnaires. The principal feature of the questionnaires was the use of numerical scales to quantify the value of selected factors which affect officer training and performance. The factors which were selected were those which occurred with greatest frequency in response to the open-ended questioning conducted during the AY 79 phase of the study.

A comparative scheme for the questionnaires was developed and is shown at Annex B. Initially, the test populations were chosen to include cadets at five of the 21 schools classified as traditionally or historically black. The five selected, Virginia State, South Carolina State, North Carolina A & T, Tuskegee, and Florida A & M were the top five programs based upon numbers of active duty officer alumni in grades of 03; 04. Subsequently, the sampling

strategy was extended to include all (21) HBC's in order to make the results valid for inferences concerning the total number of HBC's rather than just the five cited above. Thus, the sampling was planned to provide:

- The cadet control population chosen from five schools which were selected randomly excepting slight constraints to facilitate the overall research and travel plan.

- The test sample of active duty black officers to compare to a random sample of active duty white officers.

- A sample composed of 21 Professors of Military Science at the test schools was to be compared to the control schools' sample of military science professors.

- A survey of a fourth group--supervisors of the test group of active duty black officers. A related fifth sample of USAWC students from the class of 1980 used as a control on the results from the supervisors' test sample.

- The OER review completed for active duty black officers in the grades of 03; 04. The results are compared with those for a sample of active duty white officers' performance files.

- Sample sizes selected to keep sampling error below the seven percent level. Total samples greater than 200 fulfilled the criterion set for sampling error.

- A series of interviews of college administrators at the selected colleges (five test and five control) is conducted. General interviews of military science professors aimed at augmenting questionnaire results. Finally, interviews are conducted to record general data on performance and career development of active duty black officers in grades 01 through 04 at selected CONUS installations (Ft. Benning, Ft. Bragg).

The scheme as outlined above provides the most comprehensive research effort to date into the issue of quality of production of black officers at the historical or traditional black college level institutions.

LITERATURE SEARCH

Although "quality" is a much discussed subject in today's Army, little has been officially written or published about it. One reason would be the delicacy of the subject as applied to minorities and the Historically Black Colleges (HBC's). The Army would not wish to unfairly label any officers or institutions as substandard. Yet, a continuing undocumented discussion of substandard officers, in the context of the HBC's, seemed to us potentially more deleterious as an assumption, than as a set of studied findings which could be addressed. Accordingly, the search began in the USAWC library. The search, through the computer, identified various studies on the status of minorities in the Army by rank and number, and on Equal Employment Opportunity and Affirmative Action Programs. Studies which focused on quality per se were not available.

"Procurement of Black Army Officers Is In Trouble," an article by Nathaniel P. Moore printed in the December 1978 issue of Parameters, offered a perspective on current problems of the HBC's and their declining ability to produce black officers. A September 1977 "Study of Army ROTC Cadets in the Predominantly Black Universities," produced by the Third Army ROTC Region provided comparative statistics on the performance of black and white cadets at Advanced Camp. Additional statistics were found in the Third Annual Assessment of Programs (Equal Opportunity - March 1979). The most direct commentary on the issue of "quality" of black officers from the HBC's was addressed in remarks attributed to General Oliver Dillard (Ret) which appeared in the Army Times.

Meanwhile, continuing background research determined that the Army Research Institute (ARI) had undertaken at least an initial in-house examination of the quality issue. ARI's findings were sought. Those findings were enlightening. Open release of ARI's findings was obtained through attendance of a study group member at the Tuskegee meeting of Presidents and Chancellors of HBS's. These findings contributed to a change in the methods used for the study.

PROCEDURE

The original focus of the group study effort required a data collection and analysis concerning attitudes and opinions regarding the alleged existence of substandard black officers commissioned at predominantly black colleges and universities. As previously stated, the thrust changed. One must isolate and key on certain elements considered as critically significant events to understand the change in direction of the research effort.

The Department of the Army had established a moratorium on all surveys and required the personal approval of the Chief of Staff prior to forwarding questionnaires to the field. Our group experienced a long delay in completing our survey instruments and gaining MILPERCEN approval. The draft of our survey instruments was completed on 14 January, approved by the Army War College within a few days, and forwarded to MILPERCEN (Dr. Brocaro) for approval early in February. A conference was held with Dr. Brocaro (MILPERCEN) and she recommended minor changes which were accomplished by the group and the survey instruments were returned to MILPERCEN. In the interim, Dr. Brocaro had been replaced by Dr. White, who had a different approach to analyzing survey instruments. Notification received by the study group in March stated that the instruments required additional modification. This delay caused the cancellation of travel arrangements which had been scheduled to gather data from the field.

Concurrently, with the initial draft of the survey instruments, the group chairmen made a trip to the Army Research Institute in January to discuss previous research efforts that might relate to the study. The ARI had, in fact, conducted two research efforts on quality of ROTC graduates from Historically Black Colleges: one in 1973, the other in 1979. Both efforts were directed primarily at the collection of statistical data from TRADOC, MILPERCEN, and the universities. Some subjective implications related to quality were based upon ARI data. The ARI studies, in conjunction with a September 1977 meeting between representatives of HBC's and the Secretary of the Army, and subsequent DA and TRADOC conferences appear to provide the catalyst for the development of a "ROTC Program Improvement Plan." This became quite evident early in March when a member of the study group attended a conference of Black Presidents/Chancellors of HBC's at Tuskegee Institute. It was at this point that the group became aware of the many on-going Army initiatives which would prove to have a significant impact on the original scope and direction of the study effort.

We found that some elements of the ROTC Program Improvement Plan were implemented, starting with school year 1979-80. Other elements have been programmed for implementation starting in school year 1980-81, while others are pending fiscal resource allocation for implementation. Specific elements of the plan are discussed in the analysis section.

The new information prompted the study group to seek more insight from the highest levels of the Army concerning initiatives to support the accession effort and improved quality of cadets at the HBC's. Therefore, on 28 March, members of the group met with representatives from the Office of the Assistant Secretary of the Army (Manpower and Reserve Affairs) and ODCSPER. During this meeting, it became evident that the Secretary was personally interested in the disparity between black and white officer promotion selection rate.

A talking paper was prepared by ASA (M&RA) for the Secretary which provided an analysis of recent LTC and Major (AUS) promotion boards and the implications of the results. The findings and conclusions are listed at Annex F and are discussed in greater detail in the analysis section.

Information was also provided by DA of an intent to award a contract to determine the Role of Predominantly Black Colleges or Universities in the Production of Officers for the Military. The problem statement, technical objective, approach, and expected results closely parallels the intent of our research effort.

After evaluating the data highlighted above, and the specifics contained in appropriate annexes, the study group decided to suspend additional efforts associated with our survey instruments and questionnaires.

Therefore the analysis, conclusions, and recommendations are based primarily on the ARI study data and the data collected during the visits cited above.

CHAPTER III

ANALYSIS

The literature research and data collection effort thus far yielded three studies conducted by ARI and TRADOC, details of the ROTC Improvement Program, new initiatives to be implemented by DA, and a somewhat different perspective on Black Officer selection at the O-5 level.

Two of the studies had been conducted by ARI in 1973 and 1979, both of which were made available during the HBC Presidents' Conference. The former, entitled "Capability of Small Black Colleges/Universities to Produce Quality Officers for the Army," compares the performance of ROTC graduates of HBC's with that of ROTC graduates from predominantly white colleges and universities in ROTC Advanced Camp, in Officer Basic School, during initial duty assignments, and on OER ratings. It found that in categories other than physical fitness and rifle marksmanship, graduates from predominantly white colleges generally received higher scores.

The latter 1979 study sought to determine if there is a set of reasons, subject to remediation, for the low promotion selection rate of HBC ROTC graduates, and to provide additional information on the subject of improving the success-rate of officers from the HBC's. Its findings on HBC cadet performance at summer camp and at Officer Basic Course (OBC) paralleled the findings of the 1973 study, although improvement was noted in their overall scores (1978 over 1977). Further, the 1979 study found that no single one or small set of OER attribute areas accounts for the low promotion selection rate of officers from HBC's. The study also drew "implications" calling upon the Army to identify and remediate academic deficiencies, and to provide appropriate materials,

equipment and training programs aimed at enhancing cadet social confidence, leadership abilities, assertiveness and communicative skills.

As part of TRADOC's study of quality, (apparently in 1980), ADCSROTC COL Kelly examined comparative performance of USMA, ROTC, and OCS generated officers at Engineer, Signal, Infantry, Armor, and Air Defense Basic Courses. Although seemingly less focused on HBC graduates than the other two studies, the report indicates HBC academic deficiencies.

Although they address the comparative performance of HBC cadets and graduates, these reports are limited and considerably less comprehensive than that envisioned by the study group. For example, only one, the 1979 ARI study, reflects even marginal input from HBC cadets, and none deals substantially with the competitiveness of HBC graduates at the O-3 and O-4 levels. Finally, these reports are unpublished, and their availability, other than as acquired by the study group, is unclear.

The ROTC Improvement Program and DA initiatives include:

1. Upgrading quality of ROTC staff--elimination of assignment of officers in the lower third of their year group from assignment to ROTC duty.

2. Improving ROTC Instructional Program--evaluation of current POI; providing additional instructional resources; proposing one (1) additional staff member; development of a common curriculum designed to standardize instruction; emphasizing hands-on training and communication skills; and enrichment of the program where required.

3. Making ROTC advertising more responsive to the needs of HBC's--program implemented in FY 80 to attract quality students attending HBC's to enter ROTC program.

4. Increased participation of HBC's in four year scholarship program--DCSPER/TRADOC program, approved by DA, oriented on increasing the number of HBC ROTC

recipients of four-year ROTC scholarships. Scheduled for implementation for academic year starting in September 1980. This includes revision of criteria used to determine recipients.

5. Increased opportunity for HBC ROTC students to interact with their counterparts attending other academic institutions.

6. Increased opportunities for HBC ROTC students to participate in cadet leadership training programs, airborne training, and ranger training.

7. Allocation of fiscal resources for conducting seminars at HBC ROTC units of recent graduates and senior officers to assist in orienting the student on what to expect.

8. DA contracted study with the stated purpose "to determine the role of predominantly black colleges or universities in the production of officers for the military."

9. Recommended deletion of initial OER's (120 days) as a permanent part of officer's official records (recently implemented).

10. Review of promotion statistical data for ROTC staff personnel.

11. Continued dialogue between HBC presidents and DA.

The ROTC Improvement Program and other initiatives being undertaken by the Army are broad and positive in their thrust, although without evidence that those initiatives are based upon the kind of investigation and quantified data the study group had hoped to provide. It is apparent that the Army accepts as sufficient those indications and perceptions of quality deficiencies thus far raised. Meanwhile, the study recently contracted should help to document the dimensions of the problem. It is also understood that ARI has been tasked to assess the quality of HBC ROTC cadets and graduates on a continuing basis.

The Army also seeks to increase the number of Black RA officers. An analysis of recent O5 and O4 promotion lists indicated that black and white selection

rates are comparable when separated into RA and other than RA categories.

Specifically, a talking paper prepared for the Assistant Secretary for the Army (M&RA) revealed that the 1979 AUS LTC board results considered alone, and the AUS LTC board results from 1977 - 1979 considered together show:

(1) A difference in selection rates between black and white officers in total.

(2) Black vs white selection rates are comparable when separated into the RA and OTRA (other than RA) categories.

(3) Major difference exists in the RA and OTRA selection rates.

(4) The numbers of black RA's and white RA's in the zone of consideration are not proportionate.

Analysis of AUS Major's board results from 1977-79 (Incl 3) shows:

(1) No significant difference in selection rates overall.

(2) Unlike the pattern seen in selection of RA Majors to AUS LTC, there were significant differences in selection rates to AUS Major, first time considered, black and white RA captains.

This analysis also concluded that:

(1) Since selection rates to LTC were comparable by category (RA and OTRA), source of commission probably was not a factor for the subject year groups. (Integration factors were probably not operative in colleges in the 1957-60 era.)

(2) There is an institutional bias that favors RA officers over OTRA officers; black RA content may not be adequate at various grades.

(3) Potential for corrective action exists in degrees for the short, middle and long-range--but to determine where and how, key points in the whole system must be examined and action must be focused in areas where policy impacts will be effective.

CONCLUSIONS AND RECOMMENDATIONS

The study group considered that despite the lack of a comprehensive data base, the quality problem as applied to HBC graduates is perceived by the HBC presidents, DA and subordinate elements concerned with accessions to be sufficiently serious to merit the broad remedial initiatives outlined. Although not satisfied that the present data base adequately reflects all aspects of the quality issue (e.g., perceptions of HBC graduates themselves about performance ratings and selection rates), the group supports the implementation of the initiatives. However, those initiatives, coupled with the award of a DA funded study on the issue, had the effect of rendering the group study as duplicative, preempted by actions already taken and actions planned.

Recommendations

- The DA-contracted study (Scarboro) should be closely scrutinized to determine the thoroughness of the effort and the degree to which it parallels the AY 80 study effort.
- DA/TRADOC initiatives should be evaluated after a sufficient time interval to determine the impact of these initiatives on the quality of future HBC ROTC graduates.
- Future effort must be made to determine reasons for the non-retention of junior black officers whose performance based upon OER's rank them in the upper third of their year group.

DISTRIBUTION:

-USAWC Library
-Each Study Participant
-HQ TRADOC
Ft Monroe, VA 23651
ATTN: ADCSROTC: COL Kelly

BIBLIOGRAPHY

BOOKS

- Backstrom, Charles H. Survey Research. Northwestern University Press, 1963.
- Hymon, Herbert H. Survey Design and Analysis. Glencoe, IL: Free Press, 1955.
- Kisch, Leslie. Survey Sampling. New York: J. Wiley, 1965.
- Parten, Mildred B. Surveys, Polls and Samples: Practical Procedures. New York: Cooper Square Publishers, 1966.

STUDIES

- Mitchell, M.C. USA Third ROTC Region. Study of Army ROTC Cadets in Predominantly Black Universities. September 77.
- USAWC. Black Officer Accession and Retention Study, May 79.
- Army Research Institute. Performance of ROTC Officers from Predominantly Black Colleges. 1973.
- Army Research Institute. Performance of ROTC Officers from Predominantly Black Colleges. 1979.

ARTICLES

- Dillard, Oliver W. "Black Colleges: Wonders With ROTC," Army Times, Nov 79.
- Dillard Oliver W. "Blacks Faired Poorly in 79 O-5 Selections," Army Times, 29 Oct 79.
- Aldridge, J. R. and Fowkes, G. "Blame MILPERCEN, Not the Black Colleges," Army Times, Nov 79.
- Dillard Oliver W. "Panel Says Racism Still a Problem."
- Davison, Frederic E. "Black System Recommended."
- Moore, Nathaniel P. "Procurement of Black Army Officers Is In Trouble," Parameters, Vol VIII, No. 4, Dec. 78.

PAMPHLETS

USA Combat Developments Command. Guide to Military Question Writing. Sep 72.

Department of the Army, DCSPER. Third Annual Assessment of Programs, Mar 79.

Department of the Army, DCSPER. Fourth Annual Assessment of Programs, TBP.

Department of the Army. Pamphlet 600-26. "Department of the Army Affirmative Actions Plan," 18 Oct 1978.

Briefing by BG Daniel W. French, DCSROTC, HQ, TRADOC for Dr. LeBorge, Under Secretary of the Army, 12 Mar 79.

INTERVIEWS

MG (Ret) Oliver W. Dillard. Interview 5 Mar 80.

**USAWC CLASS OF '80 BLACK OFFICER STUDY
CHRONOLOGY OF SIGNIFICANT EVENTS**

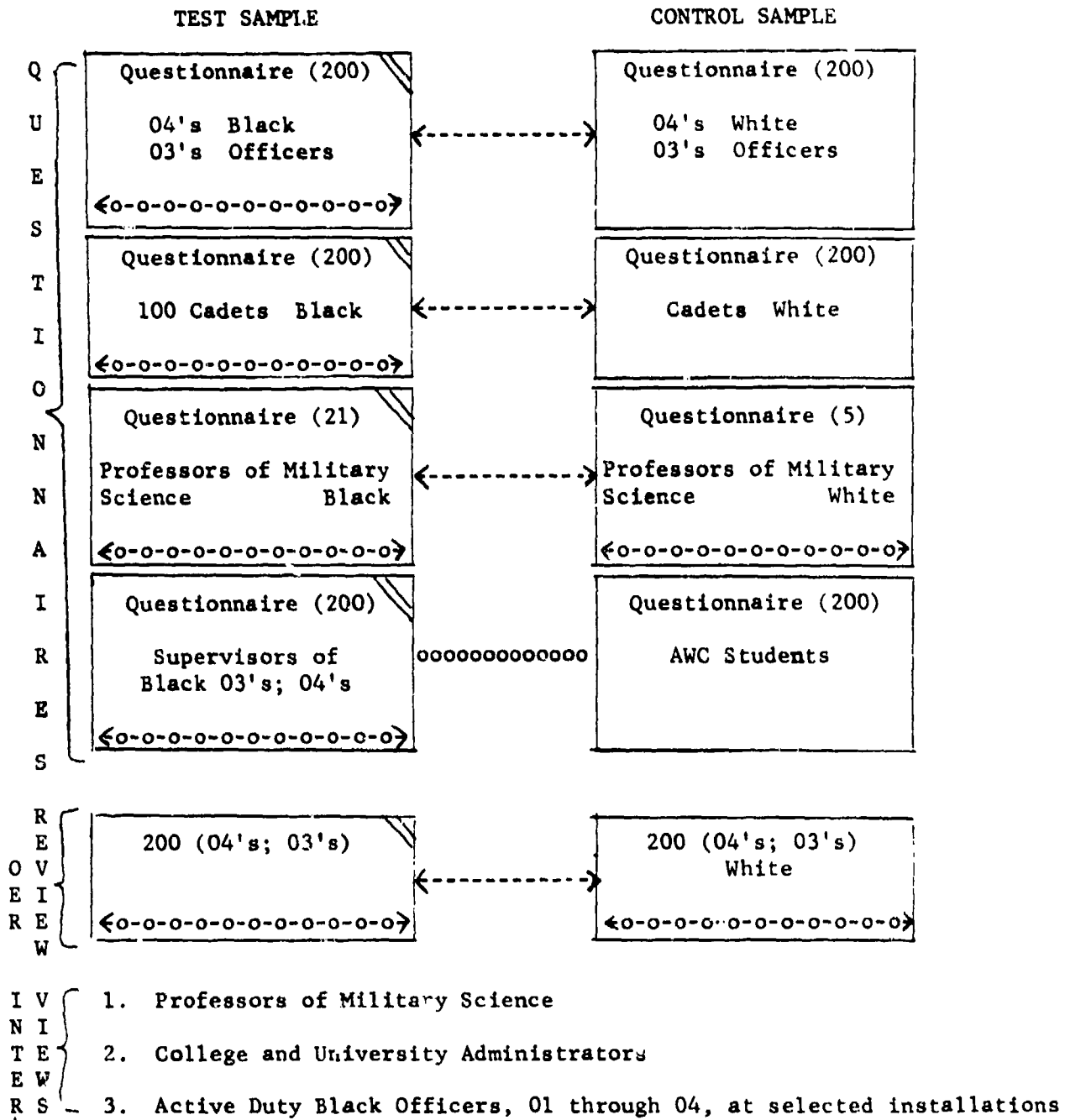
DATE	EVENT	REMARKS
OCT 79	STUDY GROUP FORMALLY ORGANIZED	10 MEMBERS, 8 BLK, 2 WHITE
NOV 79	PURPOSE DEVELOPED	MODIFIED '79 STUDY GROUP PURPOSE
NOV/DEC 79	METHODOLOGY FORMALIZED	
CONTINUOUS	LITERATURE RESEARCH	
DEC 79	TRAVEL PLANS FORMALIZED	ROTC DET, MIL INST, TRADOC
8 JAN	ARI VISIT	ELLIS & HUBBARD
14 JAN	SURVEY INSTRUMENTS DRAFTS COMPLETED	
JAN	SURVEY INSTRUMENTS APPROVED BY USAWC	
18 JAN	FORSCOM/TRADOC CONTACTED TO ARRANGE SURVEY VISITS	LETTER
FEB	SURVEY INSTRUMENTS FWD TO MILPERCEN FOR APPROVAL	
FEB	CONFERENCE WITH MILPERCEN ON SURVEY INSTRUMENTS	ELLIS & JACKSON, DR BROCARO
MAR	SURVEY INSTRUMENTS REQUIRE ADDITIONAL WORK	DR WHITE MILPERCEN

CHRONOLOGY OF SIGNIFICANT EVENTS (CONT)

DATE	EVENT	REMARKS
5 MAR	CONFERENCE WITH MG DILLIARD, U. S. ARMY, RET.	
5-7 MAR	ROTC CONFERENCE HELD AT TUSKEGEE INST	TA DEMY HBC PRESIDENTS TRADOC
13 MAR	REVIEW OF HBC CONFERENCE DATA DECISION TO DEFER SCHEDULED SURVEY TRIPS	REASSESSMENT
28 MAR	CONFERENCE HELD IN WASH WITH OASA (M&RA), ODCSPER AND MILPERCEN	ELLIS, HALL SAULNIER

STUDY AY 80

METHODOLOGY SCHEME



KEY:

- Based upon 21 test schools
- <-----> Detailed Inter-Comparative
- <o-o-o-o> Detailed Intra-Comparative
- oooooooo Informal Inter-Comparative

PROFESSORS OF MILITARY SCIENCE SURVEY

FOR

STUDY ON BLACK OFFICER ACCESSION AND RETENTION

US ARMY WAR COLLEGE MILITARY STUDIES PROGRAM

CLASS OF 1980

SECTION I: PERSONAL DATA

Please fill in the following blanks:

1. NAME OF INSTITUTION/LOCATION: _____
2. TOTAL YEARS IN MILITARY SERVICE: _____
3. LENGTH OF TIME AS PMS (months): _____
4. PRIMARY SPECIALTY: _____
5. ALTERNATE SPECIALTY: _____

Circle the number(s) which corresponds to the answer(s) for each question below.

Some questions may require filling in blanks.

6. What is the highest level of education you have completed?

1. Bachelor Degree
2. Master's Degree
3. Doctorate
4. Professional Degree
5. Other (explain) _____

7. If you have a graduate degree or are currently working toward a graduate degree, select (one or more) of the following as appropriate.

1. Obtained Master's Degree prior to this assignment.
2. Obtained Doctorate prior to this assignment.
3. Obtained Master's while assigned to this institution.
4. Obtained Doctorate while assigned to this institution.

DAPC-MSF-S-80-14

5. Currently working toward a Graduate degree.
6. Other (explain) _____
7. None of the Above.
8. Military education. (Circle all that you have completed)
 1. Officer Advanced Course.
 2. CGSC or equivalent.
 3. USAWC or equivalent.
 4. Foreign college or service school (specify) _____
9. Indicate your command experience. (circle all applicable)
 1. Battalion.
 2. Brigade.
 3. Other (explain) _____

SECTION II: OVERALL INFORMATION ON ROTC STAFF/PROGRAM

This section requires you provide the most accurate and up-to-date information you have available. Please feel free to use records and reports available from your ROTC office or those of your school administration

10. Indicate the size of your ROTC staff.

Number of people _____
11. Indicate the number of officers on your ROTC staff in the following ranks:
 1. O3 _____
 2. O4 _____
 3. O5 _____
 4. O6 _____
12. Indicate the number of enlisted personnel on your ROTC staff in the following ranks:
 1. E-5 _____
 2. E-6 _____
 3. E-7 _____
 4. E-8 _____
 5. E-9 _____

13. Indicate the number of civilians on your ROTC staff in the following grades:

1. GS-3 _____

2. GS-5 _____

3. GS-7 _____

4. GS-9 _____

5. Other _____ Number _____
(List all grades, separate with commas) (Show number for each grade
respectively, separated by
commas)

14. Indicate the number of cadre on your ROTC staff with graduate degree(s).

Number of cadre _____

15. Indicate the number of cadre on your ROTC staff currently enrolled in a graduate degree program(s).

Number of cadre _____

16. Indicate the number of white instructors on your ROTC staff.

Number of white instructors _____

17. Indicate the number of black instructors on your ROTC staff.

Number of black instructors _____

18. Indicate the current enrollment of MS I cadets in your program.

Number of MS I cadets _____

19. Indicate the current enrollment of MS II cadets in your program.

Number of MS II cadets _____

20. Indicate the current enrollment of MS III cadets in your program.

Number of MS III cadets _____

21. Indicate the current enrollment of MS IV cadets in your program.

Number of MS IV cadets _____

22. Indicate the average entrance ACT/SAT score for your institution.

Average score ACT _____

Average score SAT _____

23. Indicate the average ACT/SAT score for your ROTC cadets.

Average score ACT ____

Average score SAT ____

24. Indicate the average grade point average (GPA) for SY 1979 for graduates from your institution.

Average GPA ____ . ____ out of ____ . ____

(e.g. average GPA 2.7 out of 3.0 or 3.7 out of 4.0)

25. Indicate the average GPA for ROTC graduates from your institution for SY 1979.

Average GPA ____ . ____ out of ____ . ____

26. Indicate the percent of students accepted into the ROTC program with ACT/SAT scores below the institution's average (SY 1979).

Percent of students ____ %

27. Indicate the percent of applicants/candidates for the ROTC program (MS I/II) rejected because of low ACT/SAT scores (SY 1979).

Percent of applicants ____ %

28. Indicate the percent of candidates for the ROTC Advance Course (MS III/IV) rejected because of low RQ scores.

Percent of candidates ____ %

29. Indicate the number of candidates for the ROTC Advance Course (MS III/IV) rejected because of low GPA.

Number of candidates ____

30. To what extent to you feel ACT/SAT scores are predictive of a cadet's performance in ROTC.

Not at all
Related

1

2

3

Moderately
Related

4

5

6

Very
Strongly
Related

7

Don't
Know

9

31. To what extent is GPA related to a cadet's performance in ROTC.

Not at all
Related

1

2

3

Moderately
Related

4

5

6

Very
Strongly
Related

7

Don't
Know

9

32. Given the choice, indicate the optimum ratio of instructors to cadets in ROTC:

_____instructors for every _____cadets

33. Rate the importance of attaining the optimal instructor to cadet ratio in the development of the "whole person" of black ROTC cadets in your program.

Not at all Important			Moderately Important			Extremely Important	Don't Know
1	2	3	4	5	6	7	9

Questions 34-36

Evaluate the importance of the following in the development of black ROTC cadets at your institution.

34. A staff consisting of both blacks and whites.

Not at all Important			Moderately Important			Extremely Important	Don't Know
1	2	3	4	5	6	7	9

35. The amount of time instructor spends pursuing Graduate Degree.

Not at all Important			Moderately Important			Extremely Important	Don't Know
1	2	3	4	5	6	7	9

36. The amount of time instructors spend on recruiting activities.

Not at all Important			Moderately Important			Extremely Important	Don't Know
1	2	3	4	5	6	7	9

SECTION III: ADVANCE CAMP AND OER INFORMATION

The results of a Headquarters, TRADOC study indicates that black ROTC cadets from predominantly black institutions performed poorly relative to other ROTC cadets during ROTC Advanced Camp. Some possible major reasons for the relatively poor performance of blacks are listed below. Those reasons were derived from a USAWC survey conducted in 1979. Please indicate your level of agreement or disagreement with each of the reasons below as a factor contributing to the poor performance of black cadets from predominately black schools as indicated in the TRADOC study.

Questions 37-48

Factors which tend to impact directly on performance.

37. Black cadets from black schools are ill prepared at their universities/colleges for the military requirements of ROTC advanced camp.

Strongly Agree	Agree	Slightly Agree	Neutral	Slightly Disagree	Disagree	Strongly Disagree
1	2	3	4	5	6	7

38. Black universities/colleges tend to spoon feed the black students.

Strongly Agree	Agree	Slightly Agree	Neutral	Slightly Disagree	Disagree	Strongly Disagree
1	2	3	4	5	6	7

39. Black universities/colleges failed to foster a competitive spirit in the black students.

Strongly Agree	Agree	Slightly Agree	Neutral	Slightly Disagree	Disagree	Strongly Disagree
1	2	3	4	5	6	7

40. There are insufficient numbers of quality black students in ROTC programs at black universities.

Strongly Agree	Agree	Slightly Agree	Neutral	Slightly Disagree	Disagree	Strongly Disagree
1	2	3	4	5	6	7

41. Black students from black universities are set back by the sudden reversal of role from racial majority to racial minority which the black cadets experience at ROTC Advanced Camp.

Strongly Agree	Agree	Slightly Agree	Neutral	Slightly Disagree	Disagree	Strongly Disagree
1	2	3	4	5	6	7

42. The black cadets from the black school lose self-confidence when placed in the predominantly white ROTC Advanced Camp environment.

Strongly Agree	Agree	Slightly Agree	Neutral	Slightly Disagree	Disagree	Strongly Disagree
1	2	3	4	5	6	7

43. Black cadets from black schools are intimidated by competition with cadets from "name" schools (e.g., VMI, VPI, the Citadel).

Strongly Agree	Agree	Slightly Agree	Neutral	Slightly Disagree	Disagree	Strongly Disagree
1	2	3	4	5	6	7

44. ROTC's at predominantly black universities/colleges generally suffer from the lack of some training facilities and/or equipment as compared to many other schools.

Strongly Agree	Agree	Slightly Agree	Neutral	Slightly Disagree	Disagree	Strongly Disagree
1	2	3	4	5	6	7

45. Black cadets from black schools possess poor self-image.

Strongly Agree	Agree	Slightly Agree	Neutral	Slightly Disagree	Disagree	Strongly Disagree
1	2	3	4	5	6	7

46. Black cadets from black schools too often set their goals too low at ROTC Advanced Camp.

Strongly Agree	Agree	Slightly Agree	Neutral	Slightly Disagree	Disagree	Strongly Disagree
1	2	3	4	5	6	7

47. ROTC curriculum for black cadets at black schools is too rigid--PMS' don't have enough flexibility (time allocated by college and Army) to prepare students for Advanced Camp.

Strongly Agree	Agree	Slightly Agree	Neutral	Slightly Disagree	Disagree	Strongly Disagree
1	2	3	4	5	6	7

48. Fill in other selection: _____

Strongly Agree	Agree	Slightly Agree	Neutral	Slightly Disagree	Disagree	Strongly Disagree
1	2	3	4	5	6	7

Questions 49-55

The factors in this section are those which tend to impact on judgments and opinions concerning the performance of black cadets from black schools. You are asked to evaluate each factor based upon your level of agreement or disagreement with the stated factor on the Orating of the performance of black cadets at ROTC Advanced Camp.

49. Black cadets from black schools are more likely to be subjected to racial prejudice and/or discrimination than are other cadets from non-black schools.

Strongly Agree	Agree	Slightly Agree	Neutral	Slightly Disagree	Disagree	Strongly Disagree
1	2	3	4	5	6	7

50. Black cadets from black schools must be "Supermen" to get top ratings.

Strongly Agree	Agree	Slightly Agree	Neutral	Slightly Disagree	Disagree	Strongly Disagree
1	2	3	4	5	6	7

51. ROTC performance ratings of black cadets are somewhat subjective which enhances the likelihood of black cadets from black schools receiving biased evaluations.

Strongly Agree	Agree	Slightly Agree	Neutral	Slightly Disagree	Disagree	Strongly Disagree
1	2	3	4	5	6	7

52. Black cadets from black schools receive lower peer ratings compared to other cadets.

Strongly Agree	Agree	Slightly Agree	Neutral	Slightly Disagree	Disagree	Strongly Disagree
1	2	3	4	5	6	7

53. Too few black officers and NCO's participate in the cadet evaluation process at Advanced Camp.

Strongly Agree	Agree	Slightly Agree	Neutral	Slightly Disagree	Disagree	Strongly Disagree
1	2	3	4	5	6	7

54. Black schools have traditionally been more tolerant of low performance among students.

Strongly Agree	Agree	Slightly Agree	Neutral	Slightly Disagree	Disagree	Strongly Disagree
1	2	3	4	5	6	7

55. Fill in other factor (Optional). _____

Strongly Agree	Agree	Slightly Agree	Neutral	Slightly Disagree	Disagree	Strongly Disagree
1	2	3	4	5	6	7

Questions 56-63 Section IV Post-Commissioning Evaluation

The survey also requested PMS provide reasons for black officers from black schools generally receiving lower OER's than other ROTC graduates. PMS responses are listed below. Indicate your level of agreement or disagreement.

56. Black officers from black universities and colleges are less well prepared to project a dominant image than other officers are.

Strongly Agree	Agree	Slightly Agree	Neutral	Slightly Disagree	Disagree	Strongly Disagree
1	2	3	4	5	6	7

57. Black officers from black schools are less well prepared to survive the demands of the Army's behavioral norms compared to other officers.

Strongly Agree	Agree	Slightly Agree	Neutral	Slightly Disagree	Disagree	Strongly Disagree
1	2	3	4	5	6	7

58. Black officers from black schools are less willing to compromise their principles for the sake of sometimes doing what is considered necessary to survive in the Army environment than are other officers.

59. OER's are not geared enough to job performance.

Strongly Agree	Agree	Slightly Agree	Neutral	Slightly Disagree	Disagree	Strongly Disagree
1	2	3	4	5	6	7

60. PMS must play the numbers game, therefore some marginal cadets will be commissioned.

Strongly Agree	Agree	Slightly Agree	Neutral	Slightly Disagree	Disagree	Strongly Disagree
1	2	3	4	5	6	7

61. The Army hierarchy resists assimilating black officers (from black schools) who maintain strong black cultural identity.

Strongly Agree	Agree	Slightly Agree	Neutral	Slightly Disagree	Disagree	Strongly Disagree
1	2	3	4	5	6	7

62. The ROTC curriculum is too rigid--PMS cannot teach and train to correct for weaknesses known to exist.

Strongly Agree	Agree	Slightly Agree	Neutral	Slightly Disagree	Disagree	Strongly Disagree
1	2	3	4	5	6	7

63. The black officers from black schools have difficulty adjusting to a predominantly white environment in the Army.

Strongly Agree	Agree	Slightly Agree	Neutral	Slightly Disagree	Disagree	Strongly Disagree
1	2	3	4	5	6	7

SECTION V: INFORMATION ON UNIVERSITY SUPPORT

64. How interested is your institution administration in the ROTC program?

Not at all Interested			Moderately Interested			Extremely Interested	Don't Know
1	2	3	4	5	6	7	9

65. How important is administration interest to providing a successful ROTC program?

Not at all Important			Moderately Important			Extremely Important	Don't Know
1	2	3	4	5	6	7	9

66. How adequate is the university/college financial support of the ROTC program?

Not Adequate			Moderately Adequate			Very Adequate	Don't Know
1	2	3	4	5	6	7	9

67. How important is the university/college financial support to conducting a successful ROTC program?

Not at all Important			Moderately Important			Extremely Important	Don't Know
1	2	3	4	5	6	7	9

68. How important is being able to receive academic credit for ROTC courses to the success of the ROTC program?

Not at all Important			Moderately Important			Extremely Important	Don't Know
1	2	3	4	5	6	7	9

69. How adequate are the ROTC facilities at your institution?

Not Adequate			Moderately Adequate			Very Adequate	Don't Know
1	2	3	4	5	6	7	9

70. How important are early joint training and social contact opportunities (prior to ROTC Advanced Camp) between the ROTC detachments at predominantly black and white institutions on your cadet's development as a "whole person."

Not at all Important			Moderately Important			Extremely Important	Don't Know
1	2	3	4	5	6	7	9

71. How important is conduct at your institution of special/remedial communication skill courses (speaking/writing) to the "whole person" development of black ROTC cadets in black schools?

Not at all Important			Moderately Important			Extremely Important	Don't Know
1	2	3	4	5	6	7	9

SECTION VI INFORMATION ON U.S. ARMY SUPPORT

72. Indicate whether periodic visits (at PMS' request) to your ROTC detachment by a small panel of successful active duty officers to conduct leadership seminars enhance the "whole person" development of black ROTC cadets at black schools.

No Value			Moderate Value			Very Valuable	Don't Know
1	2	3	4	5	6	7	9

73. Indicate whether having dedicated ("Hip Pocket") scholarships at your university would enable you to recruit students with high potential.

No Value			Moderate Value			Very Valuable	Don't Know
1	2	3	4	5	6	7	9

74. Indicate whether having the cadet commander and staff conduct some official ROTC department briefings (i.e., I.G., command inspections/visits) has value in developing the black cadet as a "whole person."

No Value			Moderate Value			Very Valuable	Don't Know
1	2	3	4	5	6	7	9

75. Indicate the value of establishing a social program in which black cadets are invited to be the guest at homes/officers' club of active duty officers in local area.

No Value			Moderate Value			Very Valuable	Don't Know
1	2	3	4	5	6	7	9

76. Indicate the relationship of successful performances of black cadets at ROTC Advanced Camp and their performance at OBC.

Not Related			Moderately Related			Strongly Related	Don't Know
1	2	3	4	5	6	7	9

Questions 77-80

Evaluate the importance of the following activities on the development of the "whole person" of black ROTC cadets.

77. Orientation visits to military installations.

Not at all Important		Moderately Important		Extremely Important		Don't Know	
1	2	3	4	5	6	7	9

78. FTX's at military installations.

Not at all Important		Moderately Important		Extremely Important		Don't Know	
1	2	3	4	5	6	7	9

79. Advanced orientation training in units of anticipated branches at end of Advanced Camp.

Not at all Important		Moderately Important		Very Important		Don't Know	
1	2	3	4	5	6	7	9

80. Participation in Army correspondence courses.

Not at all Important		Moderately Important		Extremely Important		Don't Know	
1	2	3	4	5	6	7	9

SECTION VI: CRITICAL ISSUES/PROBLEMS

81. Record below the most critical issues/problems, in order of importance, facing your ROTC program: (List up to five) Explain briefly.

ATTACHED QUESTIONNAIRE IS TO BE ADMINISTERED TO CLASS OF 1980 USAWC STUDENTS
AND SUPERVISORS/COMMANDERS OF BLACK AND WHITE O3-O4 OFFICERS OF THE SAMPLE
POPULATION.

DAPC-MSF-S-80-14

INDIVIDUAL QUESTIONNAIRE

In the attached questionnaire, you are requested to describe the Captains/Majors who have recently worked for you. There are six sections within the questionnaire; each with the same grouping of 24 questions. They are grouped in this manner to determine if you perceive any significant quality differences between black and white officers who have worked for you. You are requested to describe on a scale of 0-6, with 3 being the midpoint, the best and worst black and white Captains and Majors you have evaluated. In this context, "best" and "worst" are to be your best and your worst as compared to the ideal or optimum officer who would be given top scores of 6. Your "best" Captain or Major may or may not achieve the optimum (maximum) score. Also, your worst officer may not necessarily be awarded the minimum scores. Perhaps the most difficult portions for you to complete are those that request evaluations of the "most typical" officers who worked for you--here again, compared against your personal standard of what the ideal officer should look like.

Please darken your response with the corresponding item on the attached mark sense forms.

1. Approximately how many (total) Captains and Majors worked for you during the past four years?

0 - 0-5

1 - 6-10

2 - 11-15

3 - 16-20

4 - 21-25

5 - 26-30

6 - 31-35

7 - 36-40

8 - 41-45

9 - 46 or more

2. Approximately what percentage of these Captains and Majors were black?

0 - 0-10%

1 - 11-20%

2 - 21-30%

3 - 31% or more

DAPC - MSF - 5-80-14

Describe the Best White Captain/Major who worked for you during the past four years. Please try to bring to mind a specific individual and describe him or her. We emphasize that the ideal has a score of 6.

3. Poor performance	0	1	2	3	4	5	6	Exceptional Potential
4. Poor Speaker	0	1	2	3	4	5	6	Exceptional Speaker
5. Poor Writer	0	1	2	3	4	5	6	Exceptional Writer
6. Poor Leader	0	1	2	3	4	5	6	Exceptional Leader
7. Poor Physically	0	1	2	3	4	5	6	Exceptional Physically
8. Poor Military Bearing	0	1	2	3	4	5	6	Exceptional Military Bearing
9. Indecisive	0	1	2	3	4	5	6	Decisive
10. Irrational	0	1	2	3	4	5	6	Rational
11. Meek	0	1	2	3	4	5	6	Assertive
12. Poor Administrator	0	1	2	3	4	5	6	Exceptional Administrator
13. Poor at Priority Setting	0	1	2	3	4	5	6	Exceptional at Priority Setting
14. Poor Mission Orientation	0	1	2	3	4	5	6	Exceptional at Mission Orientation
15. Unethical	0	1	2	3	4	5	6	Highly Ethical
16. Dishonest	0	1	2	3	4	5	6	Honest
17. Little Potential	0	1	2	3	4	5	6	Exceptional Potential
18. Low Self-Confidence	0	1	2	3	4	5	6	High Self-Confidence
19. Poor Comprehension of Instructions	0	1	2	3	4	5	6	Exceptional Comprehension of Instructions
20. Poor Military Knowledge	0	1	2	3	4	5	6	Extensive Military Knowledge
21. Marginally Adaptable	0	1	2	3	4	5	6	Highly Adaptable
22. Poor Interaction with Juniors	0	1	2	3	4	5	6	Exceptional Interaction with Juniors

23. Poor Interaction with Peers	0	1	2	3	4	5	6	Exceptional Interaction with Peers
24. Poor Interaction with Seniors	0	1	2	3	4	5	6	Exceptional Interaction with Seniors
25. Highly Immoral	0	1	2	3	4	5	6	Highly Moral
26. Lack of Integrity	0	1	2	3	4	5	6	High Integrity

Describe the Worse White Captain/Major who worked for you during the past four years. Please try to bring to mind a specific individual and describe him or her.

27. Poor performance	0	1	2	3	4	5	6	Exceptional Potential
28. Poor Speaker	0	1	2	3	4	5	6	Exceptional Speaker
29. Poor Writer	0	1	2	3	4	5	6	Exceptional Writer
30. Poor Leader	0	1	2	3	4	5	6	Exceptional Leader
31. Poor Physically	0	1	2	3	4	5	6	Exceptional Physically
32. Poor Military Bearing	0	1	2	3	4	5	6	Exceptional Military Bearing
33. Indecisive	0	1	2	3	4	5	6	Decisive
34. Irrational	0	1	2	3	4	5	6	Rational
35. Meek	0	1	2	3	4	5	6	Assertive
36. Poor Administrator	0	1	2	3	4	5	6	Exceptional Administrator
37. Poor at Priority Setting	0	1	2	3	4	5	6	Exceptional at Priority Setting
38. Poor Mission Orientation	0	1	2	3	4	5	6	Exceptional at Mission Orientation
39. Unethical	0	1	2	3	4	5	6	Highly Ethical
40. Dishonest	0	1	2	3	4	5	6	Honest
41. Little Potential	0	1	2	3	4	5	6	Exceptional Potential
42. Low Self-Confidence	0	1	2	3	4	5	6	High Self-Confidence
43. Poor Comprehension of Instructions	0	1	2	3	4	5	6	Exceptional Comprehension of Instructions

44. Poor Military Knowledge	0	1	2	3	4	5	6	Extensive Military Knowledge
45. Marginally Adaptable	0	1	2	3	4	5	6	Highly Adaptable
46. Poor Interaction with Juniors	0	1	2	3	4	5	6	Exceptional Interaction with Juniors
47. Poor Interaction with Peers	0	1	2	3	4	5	6	Exceptional Interaction with Peers
48. Poor Interaction with Seniors	0	1	2	3	4	5	6	Exceptional Interaction with Seniors
49. Highly Immoral	0	1	2	3	4	5	6	Highly Moral
50. Lack of Integrity	0	1	2	3	4	5	6	High Integrity

Describe the Most Typical White Captain/Major who worked for you during the past four years. Please try to bring to mind a specific individual and describe him or her.

51. Poor performance	0	1	2	3	4	5	6	Exceptional Potential
52. Poor Speaker	0	1	2	3	4	5	6	Exceptional Speaker
53. Poor Writer	0	1	2	3	4	5	6	Exceptional Writer
54. Poor Leader	0	1	2	3	4	5	6	Exceptional Leader
55. Poor Physically	0	1	2	3	4	5	6	Exceptional Physically
56. Poor Military Bearing	0	1	2	3	4	5	6	Exceptional Military Bearing
57. Indecisive	0	1	2	3	4	5	6	Decisive
58. Irrational	0	1	2	3	4	5	6	Rational
59. Meek	0	1	2	3	4	5	6	Assertive
60. Poor Administrator	0	1	2	3	4	5	6	Exceptional Administrator
61. Poor at Priority Setting	0	1	2	3	4	5	6	Exceptional at Priority Setting
62. Poor Mission Orientation	0	1	2	3	4	5	6	Exceptional at Mission Orientation
63. Unethical	0	1	2	3	4	5	6	Highly Ethical

64. Dishonest	0	1	2	3	4	5	6	Honest
65. Little Potential	0	1	2	3	4	5	6	Exceptional Potential
66. Low Self-Confidence	0	1	2	3	4	5	6	High Self-Confidence
67. Poor Comprehension of Instructions	0	1	2	3	4	5	6	Exceptional Comprehension of Instructions
68. Poor Military Knowledge	0	1	2	3	4	5	6	Exceptional Military Knowledge
69. Marginally Adaptable	0	1	2	3	4	5	6	Highly Adaptable
70. Poor Interaction with Juniors	0	1	2	3	4	5	6	Exceptional Interaction with Juniors
71. Poor Interaction with Peers	0	1	2	3	4	5	6	Exceptional Interaction with Peers
72. Poor Interaction with Seniors	0	1	2	3	4	5	6	Exceptional Interaction with Seniors
73. Highly Immoral	0	1	2	3	4	5	6	Highly Moral
74. Lack of Integrity	0	1	2	3	4	5	6	High Integrity

Describe the Best Black Captain/Major who worked for you during the past four years. Please try to bring to mind a specific individual and describe him or her.

75. Poor performance	0	1	2	3	4	5	6	Exceptional Potential
76. Poor Speaker	0	1	2	3	4	5	6	Exceptional Speaker
77. Poor Writer	0	1	2	3	4	5	6	Exceptional Writer
78. Poor Leader	0	1	2	3	4	5	6	Exceptional Leader
79. Poor Physically	0	1	2	3	4	5	6	Exceptional Physically
80. Poor Military Bearing	0	1	2	3	4	5	6	Exceptional Military Bearing
81. Indecisive	0	1	2	3	4	5	6	Decisive
82. Irrational	0	1	2	3	4	5	6	Rational
83. Meek	0	1	2	3	4	5	6	Assertive

84. Poor Administrator	0	1	2	3	4	5	6	Exceptional Administrator
85. Poor at Priority Setting	0	1	2	3	4	5	6	Exceptional at Priority Setting
86. Poor Mission Orientation	0	1	2	3	4	5	6	Exceptional at Mission Orientation
87. Unethical	0	1	2	3	4	5	6	Highly Ethical
88. Dishonest	0	1	2	3	4	5	6	Honest
89. Little Potential	0	1	2	3	4	5	6	Exceptional Potential
90. Low Self-Confidence	0	1	2	3	4	5	6	High Self-Confidence
91. Poor Comprehension of Instructions	0	1	2	3	4	5	6	Exceptional Comprehension of Instructions
92. Poor Military Knowledge	0	1	2	3	4	5	6	Extensive Military Knowledge
93. Marginally Adaptable	0	1	2	3	4	5	6	Highly Adaptable
94. Poor Interaction with Juniors	0	1	2	3	4	5	6	Exceptional Interaction with Juniors
95. Poor Interaction with Peers	0	1	2	3	4	5	6	Exceptional Interaction with Peers
96. Poor Interaction with Seniors	0	1	2	3	4	5	6	Exceptional Interaction with Seniors
97. Highly Immoral	0	1	2	3	4	5	6	Highly Moral
98. Lack of Integrity	0	1	2	3	4	5	6	High Integrity

Describe the Worst Black Captain/Major who worked for you during the past four years. Please try to bring to mind a specific individual and describe him or her.

99. Poor performance	0	1	2	3	4	5	6	Exceptional Potential
100. Poor Speaker	0	1	2	3	4	5	6	Exceptional Speaker
101. Poor Writer	0	1	2	3	4	5	6	Exceptional Writer
102. Poor Leader	0	1	2	3	4	5	6	Exceptional Leader
103. Poor Physically	0	1	2	3	4	5	6	Exceptional Physically

104.	Poor Military Bearing	0	1	2	3	4	5	6	Exceptional Military Bearing
105.	Indecisive	0	1	2	3	4	5	6	Decisive
106.	Irrational	0	1	2	3	4	5	6	Rational
107.	Meek	0	1	2	3	4	5	6	Assertive
108.	Poor Administrator	0	1	2	3	4	5	6	Exceptional Administrator
109.	Poor at Priority Setting	0	1	2	3	4	5	6	Exceptional at Priority Setting
110.	Poor Mission Orientation	0	1	2	3	4	5	6	Exceptional at Mission Orientation
111.	Unethical	0	1	2	3	4	5	6	Highly Ethical
112.	Dishonest	0	1	2	3	4	5	6	Honest
113.	Little Potential	0	1	2	3	4	5	6	Exceptional Potential
114.	Low Self-Confidence	0	1	2	3	4	5	6	High Self-Confidence
115.	Poor Comprehension of Instructions	0	1	2	3	4	5	6	Exceptional Comprehension of Instructions
116.	Poor Military Knowledge	0	1	2	3	4	5	6	Extensive Military Knowledge
117.	Marginally Adaptable	0	1	2	3	4	5	6	Highly Adaptable
118.	Poor Interaction with Juniors	0	1	2	3	4	5	6	Exceptional Interaction with Juniors
119.	Poor Interaction with Peers	0	1	2	3	4	5	6	Exceptional Interaction with Peers
120.	Poor Interaction with Seniors	0	1	2	3	4	5	6	Exceptional Interaction with Seniors
121.	Highly Immoral	0	1	2	3	4	5	6	Highly Moral
122.	Lack of Integrity	0	1	2	3	4	5	6	High Integrity

Describe the Most Typical Black Captain/Major who worked for you during the past four years. Please try to bring to mind a specific individual and describe him or her.

123.	Poor performance	0	1	2	3	4	5	6	Exceptional Potential
124.	Poor Speaker	0	1	2	3	4	5	6	Exceptional Speaker
125.	Poor Writer	0	1	2	3	4	5	6	Exceptional Writer
126.	Poor Leader	0	1	2	3	4	5	6	Exceptional Leader
127.	Poor Physically	0	1	2	3	4	5	6	Exceptional Physically
128.	Poor Military Bearing	0	1	2	3	4	5	6	Exceptional Military Bearing
129.	Indecisive	0	1	2	3	4	5	6	Decisive
130.	Irrational	0	1	2	3	4	5	6	Rational
131.	Meek	0	1	2	3	4	5	6	Assertive
132.	Poor Administrator	0	1	2	3	4	5	6	Exceptional Administrator
133.	Poor at Priority Setting	0	1	2	3	4	5	6	Exceptional at Priority Setting
134.	Poor Mission Orientation	0	1	2	3	4	5	6	Exceptional at Mission Orientation
135.	Unethical	0	1	2	3	4	5	6	Highly Ethical
136.	Dishonest	0	1	2	3	4	5	6	Honest
137.	Little Potential	0	1	2	3	4	5	6	Exceptional Potential
138.	Low Self-Confidence	0	1	2	3	4	5	6	High Self-Confidence
139.	Poor Comprehension of Instructions	0	1	2	3	4	5	6	Exceptional Comprehension of Instructions
140.	Poor Military Knowledge	0	1	2	3	4	5	6	Extensive Military Knowledge
141.	Marginally Adaptable	0	1	2	3	4	5	6	Highly Adaptable
142.	Poor Interaction with Juniors	0	1	2	3	4	5	6	Exceptional Interaction with Juniors
143.	Poor Interactions with Peers	0	1	2	3	4	5	6	Exceptional Interaction with Peers
144.	Poor Interaction with Seniors	0	1	2	3	4	5	6	Exceptional Interaction with Seniors

145. Highly Immoral 0 1 2 3 4 5 6 Highly Moral

146. Lack of Integrity 0 1 2 3 4 5 6 High Integrity

ATTACHED QUESTIONNAIRE IS TO BE ADMINISTERED TO 03-04 BLACK AND WHITE (CONTROL
SAMPLE) OFFICERS IN THE FIELD.

DAPC - MSF - 5 - 80 - 14

BACKGROUND

I. HONOR GRADUATE:

a. BACHELOR DEGREE LEVEL

YES _____ NO _____

b. ADVANCED DEGREE LEVEL

YES _____ NO _____

II. DISTINGUISHED MILITARY STUDENT

YES _____ NO _____

III. DISTINGUISHED MILITARY GRADUATE

YES _____ NO _____

IV. ROTC SCHOLARSHIP 1 YR _____ 2 YR _____ 3 YR _____ 4 YR _____

V. INDICATE YOUR FIRST FIVE CHOICES OF BRANCHES, BRANCH AWARDED, CURRENT
BRANCH.

ARMOR

QUARTERMASTER

AIR DEFENSE ARTILLERY

ORDNANCE

FIELD ARTILLERY

FINANCE

INFANTRY

ADJUTANT GENERAL'S CORPS

ENGINEER

SIGNAL

MEDICAL SERVICE CORPS

MILITARY POLICE

JUDGE ADVOCATE'S GENERAL

MILITARY INTELLIGENCE

VETERINARY CORPS

MEDICAL CORP

a. FIRST CHOICE _____

b. SECOND CHOICE _____

c. THIRD CHOICE _____

d. FOURTH CHOICE _____

e. FIFTH CHOICE _____

DAPC - MSF - 5 - 80 - 14

f. BRANCH INTO WHICH COMMISSIONED _____

g. CURRENT BRANCH _____

Questions 1-6 Select one or more as appropriate

Evaluate your membership in those honor societies in which you were a member and give your estimate of the importance of each to your LEADERSHIP DEVELOPMENT. Use question number 6 to evaluate your membership in a society not given in questions 1 through 5. To complete your response at question number 6 first fill in the blank with the name of the society and then proceed as you did for questions 1 through 5.

1. ALPHA KAPPA MU

Not Important		Moderately Important			Very Important		Not a Member
1	2	3	4	5	6	7	9

2. SCABBARD AND BLADE HONOR SOCIETY

Not Important		Moderately Important			Very Important		Not a Member
1	2	3	4	5	6	7	9

3. ALPHA LAMDA DELTA

Not Important		Moderately Important			Very Important		Not a Member
1	2	3	4	5	6	7	9

4. KAPPA DELTA PI

Not Important		Moderately Important			Very Important		Not a Member
1	2	3	4	5	6	7	9

5. ACADEMIC WHO'S WHO

Not Important		Moderately Important			Very Important		Not a Member
1	2	3	4	5	6	7	9

6. _____
(FILL IN OTHER SELECTION)

Not Important		Moderately Important			Very Important		Not a Member
1	2	3	4	5	6	7	9

Questions 7-12 Select one or more as appropriate

Evaluate your membership in those honor societies in which you were a member and give your estimate of the importance of each to your development of PERSONAL CONFIDENCE. Use question number 12 to evaluate your membership in a society not given in questions 7 through 11. To complete your response at question number 12 first fill in the blank with the name of the society and then proceed as you did for questions 7 through 11.

7. ALPHA KAPPA MU

Not Important				Moderately Important				Very Important	Not a Member
1	2	3	4	5	6	7	8	9	

8. SCABBARD AND BLADE HONOR SOCIETY

Not Important				Moderately Important				Very Important	Not a Member
1	2	3	4	5	6	7	8	9	

9. ACADEMIC WHO'S WHO

Not Important				Moderately Important				Very Important	Not a Member
1	2	3	4	5	6	7	8	9	

10. KAPPA DELTA PI

Not Important				Moderately Important				Very Important	Not a Member
1	2	3	4	5	6	7	8	9	

11. ALPHA LAMDA DELTA

Not Important				Moderately Important				Very Important	Not a Member
1	2	3	4	5	6	7	8	9	

12.

(FILL IN OTHER SELECTION)

Not Important				Moderately Important				Very Important	Not a Member
1	2	3	4	5	6	7	8	9	

Questions 13-18 Select one or more as appropriate

Evaluate your membership in student organization or activities which you joined, and give your estimate of the importance of each of the activities to your LEADERSHIP development. Use question number 18 and fill in an organization or activity of your choice to evaluate if one of your activities is not listed at questions 13 through 17.

13. SORORITY

Not Important		Moderately Important				Very Important	Not a Member
1	2	3	4	5	6	7	9

14. FRATERNITY

Not Important		Moderately Important				Very Important	Not a Member
1	2	3	4	5	6	7	9

15. SCABBARD AND BLADE

Not Important		Moderately Important				Very Important	Not a Member
1	2	3	4	5	6	7	9

16. PERSHING RIFLES

Not Important		Moderately Important				Very Important	Not a Member
1	2	3	4	5	6	7	9

17. STUDENT COUNCIL

Not Important		Moderately Important				Very Important	Not a Member
1	2	3	4	5	6	7	9

18.

(FILL IN OTHER SELECTION)

Not Important		Moderately Important				Very Important	Not a Member
1	2	3	4	5	6	7	9

Questions 19-24 Select one or more as appropriate

Evaluate your membership in student organizations or activities which you joined and give your estimate of the importance of each of the activities to your development of PERSONAL CONFIDENCE. Use question number 24 and fill in an organization or activity of your choice to evaluate if one of your activities is not listed at questions 19 through 23.

19. FRATERNITY

Not Important		Moderately Important		Very Important		Not a Member
1	2	3	4	5	6	7
						9

20. SORORITY

Not Important		Moderately Important		Very Important		Not a Member
1	2	3	4	5	6	7
						9

21. PERSHING RIFLES

Not Important		Moderately Important		Very Important		Not a Member
1	2	3	4	5	6	7
						9

22. STUDENT COUNCIL

Not Important		Moderately Important		Very Important		Not a Member
1	2	3	4	5	6	7
						9

23. SCABBARD AND BLADE

Not Important		Moderately Important		Very Important		Not a Member
1	2	3	4	5	6	7
						9

24.

(FILL IN OTHER SELECTION)

Not Important		Moderately Important		Very Important		Not a Member
1	2	3	4	5	6	7
						9

Questions 25-31

Evaluate the cadet positions you held, to give impacts of each on your LEADERSHIP DEVELOPMENT. Use question number 31 to list and evaluate a leadership position you held not given at questions 25 through 30.

25. PLATOON LEADER

Not Important		Moderately Important		Very Important		Didn't Hold Position	
1	2	3	4	5	6	7	9

26. BATTALION

Not Important		Moderately Important		Very Important		Didn't Hold Position	
1	2	3	4	5	6	7	9

27. SQUAD LEADER

Not Important		Moderately Important		Very Important		Didn't Hold Position	
1	2	3	4	5	6	7	9

28. COMPANY COMMANDER

Not Important		Moderately Important		Very Important		Didn't Hold Position	
1	2	3	4	5	6	7	9

29. PLATOON SERGEANT

Not Important		Moderately Important		Very Important		Didn't Hold Position	
1	2	3	4	5	6	7	9

30. S-3

Not Important		Moderately Important		Very Important		Didn't Hold Position	
1	2	3	4	5	6	7	9

31.

(FILL IN OTHER SELECTION)

Not Important		Moderately Important		Very Important		Didn't Hold Position	
1	2	3	4	5	6	7	9

Questions 32-35

For all those activities in which you participated, rate the importance of the activity to your LEADERSHIP DEVELOPMENT.

32. INTRAMURAL SPORT

Not Important			Moderately Important			Very Important		Did Not Participate
1	2	3	4	5	6	7		9

33. INTERCOLLEGIATE SPORT

Not Important			Moderately Important			Very Important		Did Not Participate
1	2	3	4	5	6	7		9

34. INTERCOLLEGIATE TEAM CAPTAIN

Not Important			Moderately Important			Very Important		Did Not Participate
1	2	3	4	5	6	7		9

35. INTRAMURAL TEAM CAPTAIN

Not Important			Moderately Important			Very Important		Did Not Participate
1	2	3	4	5	6	7		9

Questions 36-39

For all those activities in which you participated, rate the importance of the activity to the development of your PERSONAL CONFIDENCE.

36. INTRAMURAL SPORT

Not Important			Moderately Important			Very Important		Did Not Participate
1	2	3	4	5	6	7		9

37. INTERCOLLEGIATE SPORT

Not Important			Moderately Important			Very Important		Did Not Participate
1	2	3	4	5	6	7		9

38. TEAM CAPTAIN

Not Important		Moderately Important			Very Important		Did Not Participate
1	2	3	4	5	6	7	9

39. INTRAMURAL TEAM CAPTAIN

Not Important		Moderately Important			Very Important		Did Not Participate
1	2	3	4	5	6	7	9

Questions 40-44

Post Commission Evaluation

40. EVALUATE YOUR SATISFACTION WITH YOUR BRANCH

Very Dissatisfied			Very Satisfied			
1	2	3	4	5	6	7

41. EVALUATE YOUR BASIC COURSE CLASSROOM BRANCH TECHNICAL INSTRUCTION

Very Easy			Very Difficult			
1	2	3	4	5	6	7

42. EVALUATE YOUR BASIC COURSE PRACTICAL OR FIELD BRANCH TECHNICAL INSTRUCTION

Very Easy			Very Difficult			
1	2	3	4	5	6	7

43. EVALUATE YOUR BASIC COURSE INSTRUCTION IN ARMY SOCIAL CUSTOMS AND TRADITIONS

Very Easy			Very Difficult			
1	2	3	4	5	6	7

44. EVALUATE YOUR BASIC COURSE INSTRUCTION IN MAINTENANCE AND SUPPLY

Very Easy			Very Difficult			
1	2	3	4	5	6	7

Questions 45-51

Evaluate each of the following to give the importance of each factor to your decision to join the advanced ROTC Program. Use question number 51 to list and evaluate any additional factor you choose to have considered.

45. MONEY: SALARY OTHER THAN SCHOLARSHIPS

Barely Important					Very Important	
1	2	3	4	5	6	7

46. ATTRACTIVENESS OF ARMY OFFICER'S CAREER

Barely Important					Very Important	
1	2	3	4	5	6	7

47. ROTC SCHOLARSHIPS

Barely Important					Very Important	
1	2	3	4	5	6	7

48. OFFICER CAREER PROVIDED ANOTHER JOB OPTION

Barely Important					Very Important	
1	2	3	4	5	6	7

49. THE RACIAL CLIMATE OF THE ARMY

Barely Important					Very Important	
1	2	3	4	5	6	7

50. THE ARMY'S EQUAL OPPORTUNITY ENVIRONMENT

Barely Important					Very Important	
1	2	3	4	5	6	7

51. OTHER: _____
(Fill in Factor)

Barely Important					Very Important	
1	2	3	4	5	6	7

Questions 52-59 Select one or more

Select and rate the principal people influences on your decision to join ROTC. Use question number 59 to list and evaluate any other influence you choose to have considered in addition to those listed from 52 through 58.

52. FAMILY

Barely
Important

Very
Important

1 2 3 4 5 6 7

53. PROFESSOR OF MILITARY SCIENCE

Barely
Important

Very
Important

1 2 3 4 5 6 7

54. ROTC INSTRUCTORS

Barely
Important

Very
Important

1 2 3 4 5 6 7

55. NON-COMMISSIONED OFFICER ROTC INSTRUCTORS

Barely
Important

Very
Important

1 2 3 4 5 6 7

56. DESIRE TO BECOME AN OFFICER

Barely
Important

Very
Important

1 2 3 4 5 6 7

57. COUNSELLORS

Barely
Important

Very
Important

1 2 3 4 5 6 7

58. FELLOW STUDENTS

Barely
Important

Very
Important

1 2 3 4 5 6 7

59. OTHER: _____
(Fill in Selection)

Barely
Important

Very
Important

1

2

3

4

5

6

7

Questions 60-65

Evaluate your pre-college environment and experience by ranking the racial mix associated with the institutions which follow. Use line selection as constructed.

60. RACIAL MIX OF YOUR NEIGHBORHOOD FOR THE MAJORITY OF YOUR LIFE

Black

Black

1

2

3

4

5

6

7

0%

1-19%

20-39%

40-59%

60-79%

80-99%

100%

61. ELEMENTARY SCHOOL STUDENT BODY

Black

Black

1

2

3

4

5

6

7

0%

1-19%

20-39%

40-59%

60-79%

80-99%

100%

62. MIDDLE SCHOOL (OR JUNIOR HIGH SCHOOL) STUDENT BODY

Black

Black

1

2

3

4

5

6

7

0%

1-19%

20-39%

40-59%

60-79%

80-99%

100%

63. HIGH SCHOOL STUDENT BODY

Black

Black

1

2

3

4

5

6

7

0%

1-19%

20-39%

40-59%

60-79%

80-99%

100%

64. RATE YOUR FREQUENCY OF PERSONAL CONTACT WITH WHITES PRIOR TO COLLEGE

No
Contact

Frequent
Contact

1

2

3

4

5

6

7

65. RATE YOUR FREQUENCY OF PERSONAL CONTACT WITH WHITES WHILE ATTENDING COLLEGE

No
Contact

Frequent
Contact

1

2

3

4

5

6

7

Questions 66-69

For each question, rate the racial mix for the faculty or teacher staff of the institution you attended.

66. ELEMENTARY SCHOOL

Black						Black
1	2	3	4	5	6	7
0%	1-19%	20-39%	40-59%	60-79%	80-99%	100%

67. MIDDLE SCHOOL (OR JUNIOR HIGH SCHOOL)

Black						Black
1	2	3	4	5	6	7
0%	1-19%	20-39%	40-59%	60-79%	80-99%	100%

68. HIGH SCHOOL

Black						Black
1	2	3	4	5	6	7
0%	1-19%	20-39%	40-59%	60-79%	80-99%	100%

69. COLLEGE

Black						Black
1	2	3	4	5	6	7
0%	1-19%	20-39%	40-59%	60-79%	80-99%	100%

Questions 70-78

Evaluate environment and experience as indicated.

70. RATE THE FREQUENCY OF YOUR EXPERIENCE WITH WHITE PEERS WHO HAVE NEVER HAD PRIOR CONTACT WITH BLACKS

Barely Ever					Very Often	
1	2	3	4	5	6	7

71. RANK THE QUALITY OF A TYPICAL PREDOMINATELY WHITE HIGH SCHOOL AS YOU PERCEIVE IT

Very Low					Very High	
1	2	3	4	5	6	7

72. RATE THE QUALITY OF A TYPICAL PREDOMINATELY BLACK HIGH SCHOOL AS YOU PERCEIVE IT

Very
Low

Very
High

1 2 3 4 5 6 7

73. RATE THE VALUE OF AN EDUCATION AT A TYPICAL PREDOMINATELY WHITE HIGH SCHOOL TO PREPARATION FOR COLLEGE

Little
Value

Very
Valuable

1 2 3 4 5 6 7

74. RATE THE VALUE OF AN EDUCATION AT A TYPICAL PREDOMINATELY WHITE COLLEGE TO JOB OPPORTUNITY AFTER GRADUATION

Little
Value

Very
Valuable

1 2 3 4 5 6 7

75. RATE THE VALUE OF AN EDUCATION AT A TYPICAL PREDOMINATELY BLACK HIGH SCHOOL TO PREPARATION FOR COLLEGE

Little
Value

Very
Valuable

1 2 3 4 5 6 7

76. RATE THE VALUE OF AN EDUCATION AT A TYPICAL PREDOMINATELY BLACK COLLEGE TO JOB OPPORTUNITY AFTER GRADUATION

Little
Value

Very
Valuable

1 2 3 4 5 6 7

77. HOW COMPETITIVE DO YOU VIEW THE ENVIRONMENT OF THE ARMY?

Barely
Competitive

Very
Competitive

1 2 3 4 5 6 7

78. HOW WELL ARE YOU BEING PREPARED FOR THE COMPETITION OF AN ARMY CAREER?

Ill
Prepared

Well
Prepared

1 2 3 4 5 6 7

Questions 79-80

Evaluate the importance of your ability to express yourself clearly in writing.

79. TO A PROFESSIONAL CAREER

Barely
Important

Very
Important

1 2 3 4 5 6 7

80. TO A CAREER AS AN ARMY OFFICER

Barely
Important

Very
Important

1 2 3 4 5 6 7

Questions 81-82

Evaluate the importance of your ability to speak clearly.

81. TO A PROFESSIONAL CAREER

Barely
Important

Very
Important

1 2 3 4 5 6 7

82. TO A CAREER AS AN ARMY OFFICER

Barely
Important

Very
Important

1 2 3 4 5 6 7

Questions 83-84

Evaluate writing education. Rate the instruction in writing which you have received in your undergraduate education departments.

83. OTHER THAN ROTC

Low
Quality

High
Quality

1 2 3 4 5 6 7

84. EVALUATE WRITING EDUCATION GIVEN IN ROTC

Low
Quality

High
Quality

1 2 3 4 5 6 7

Questions 85-86

Evaluate amount of writing instruction as provided by:

85. UNDERGRADUATE DEPARTMENTS OTHER THAN ROTC

Decrease
Greatly

Increase
Greatly

1 2 3 4 5 6 7

86. ROTC DEPARTMENT

Decrease
Greatly

Increase
Greatly

1 2 3 4 5 6 7

Questions 87-88

Evaluate speaking education. Rate the instruction in speaking which you have received in your undergraduate education in departments:

87. OTHER THAN ROTC

Low
Quality

High
Quality

1 2 3 4 5 6 7

88. EVALUATE SPEAKING EDUCATION GIVEN IN ROTC

Low
Quality

High
Quality

1 2 3 4 5 6 7

Questions 89-90

Evaluate amount of speaking instruction as provided by:

89. UNDERGRADUATE DEPARTMENTS OTHER THAN ROTC

Decrease
Greatly

Increase
Greatly

1 2 3 4 5 6 7

90. ROTC DEPARTMENT

Decrease
Greatly

Increase
Greatly

1 2 3 4 5 6 7

Questions 91-93

Evaluate your educational experience prior to college.

91. ELEMENTARY SCHOOL EDUCATION

Barely Adequate						Very Adequate
1	2	3	4	5	6	7

92. JUNIOR HIGH SCHOOL OR MIDDLE SCHOOL

Barely Adequate						Very Adequate
1	2	3	4	5	6	7

93. SENIOR HIGH SCHOOL

Barely Adequate						Very Adequate
1	2	3	4	5	6	7

Questions 94-96

Evaluate your preparation for college level education during pre-college education at the levels indicated.

94. JUNIOR HIGH SCHOOL OR MIDDLE SCHOOL

Very Poor						Very Good
1	2	3	4	5	6	7

95. SENIOR HIGH SCHOOL

Very Poor						Very Good
1	2	3	4	5	6	7

Questions 96-100

Evaluate factors listed below as to importance to making it difficult for you to complete your branch basic course.

96. MAP READING INSTRUCTION

Not Important		Moderately Important			Very Important	
1	2	3	4	5	6	7

97. SHOCK OF NEW ENVIRONMENT

Not Important		Moderately Important			Very Important	
1	2	3	4	5	6	7

98. IMPACT OF COMPETITION

Not Important		Moderately Important			Very Important	
1	2	3	4	5	6	7

99. FAMILY PROBLEMS

Not Important		Moderately Important			Very Important	
1	2	3	4	5	6	7

100. UNFAVORABLE BRANCH SELECTION

Not Important		Moderately Important			Very Important	
1	2	3	4	5	6	7

Questions 101-109

Evaluate your satisfaction with Army assignments and career development. (Consider your entire Army career.)

101. EVALUATE YOUR CAREER SATISFACTION DUE TO WORKING WITH PEOPLE

Very Dissatisfactory		Moderately Satisfactory			Very Satisfactory	
1	2	3	4	5	6	7

102. EVALUATE JOB SATISFACTION

Very Dissatisfactory		Moderately Satisfactory			Very Satisfactory	
1	2	3	4	5	6	7

103. EVALUATE SATISFACTION WITH OFFICERS YOU HAD AS IMMEDIATE SUPERVISORS

Very Dissatisfactory			Moderately Satisfactory			Very Satisfactory
1	2	3	4	5	6	7

104. EVALUATE SATISFACTION WITH THE CURRENT GEOGRAPHICAL LOCATION OF YOUR ASSIGNMENT

Very Dissatisfactory			Moderately Satisfactory			Very Satisfactory
1	2	3	4	5	6	7

105. EVALUATE SATISFACTION WITH FREQUENCY OF MOVES AND REASSIGNMENTS

Very Dissatisfactory			Moderately Satisfactory			Very Satisfactory
1	2	3	4	5	6	7

106. EVALUATE SATISFACTION WITH YOUR MILITARY EDUCATION

Very Dissatisfied			Moderately Satisfied			Very Satisfied
1	2	3	4	5	6	7

107. EVALUATE SATISFACTION WITH TRAVEL EXPERIENCE INCIDENT TO YOUR ARMY PROFESSION

Very Dissatisfactory			Moderately Satisfactory			Very Satisfactory
1	2	3	4	5	6	7

108. EVALUATE SATISFACTION WITH MEETING NEW PEOPLE

Very Dissatisfied			Moderately Satisfied			Very Satisfied
1	2	3	4	5	6	7

109. EVALUATE YOUR SATISFACTION WITH SERVICE "POLITICS"

Very Dissatisfied			Moderately Satisfied			Very Satisfied
1	2	3	4	5	6	7

110. EVALUATE SATISFACTION WITH MILITARY RELATED BENEFITS

Very Dissatisfactory			Moderately Satisfactory			Very Satisfactory
1	2	3	4	5	6	7

111. EVALUATE SATISFACTION WITH PERSONNEL SHORTAGES

Very Dissatisfactory		Moderately Satisfactory			Very Satisfactory	
1	2	3	4	5	6	7

112. EVALUATE SATISFACTION WITH PERSONNEL TURBULENCE

Very Dissatisfactory		Moderately Satisfactory			Very Satisfactory	
1	2	3	4	5	6	7

113. EVALUATE SATISFACTION WITH MISSION MANAGEMENT AND EXECUTION

Very Dissatisfactory		Moderately Satisfactory			Very Satisfactory	
1	2	3	4	5	6	7

Questions 114-117

Evaluate your career intentions.

114. I PLAN TO LEAVE THE SERVICE BEFORE TWENTY YEARS

Definitely Not		Not Sure			Definitely Yes	
1	2	3	4	5	6	7

115. I PLAN TO STAY IN THE SERVICE BEYOND TWENTY YEARS

Definitely Not		Not Sure			Definitely Yes	
1	2	3	4	5	6	7

116. I PLAN TO LEAVE THE SERVICE AT TWENTY YEARS

Definitely Not		Not Sure			Definitely Yes	
1	2	3	4	5	6	7

117. I PLAN TO EXTEND MY CAREER TO THIRTY YEARS IF ALLOWED

Definitely Not		Not Sure			Definitely Yes	
1	2	3	4	5	6	7

5-6. (Blacken corresponding number in response positions 5-6; i.e., (Cont'd) Alaska = 11, therefore blacken 1 in response position 1 and 1 in response position 2.)

7-8. State you attended Jr. High or Middle School (if more than one consider the one in which you spent the most time):

(Follow directions for 5-6 but blacken response in response positions 7-8. If you attended a combined Jr. High/High School, blacken the 10 in both response positions.)

9-10. State you attended High School (if more than one, consider one in which you spent the most time):

(Follow directions for 5-6 but blacken response in response positions 9-10. If you attended a combined Jr. High/High School blacken the 10 in both response positions.)

11-12. State you attended your combined Jr. High/High School (if more than one consider the one in which you spent the most time):

(If you did not attend a combined Jr. High/High School blacken the 10 in both response positions.)

13. Prior Military Service: Yes = 1 No = 2

(Blacken corresponding number in response position 13.)

14-15. Highest Rank Held (if Yes for response 13):

E-1 = 11	E-6 = 16	02 = 22	07 = 27
E-2 = 12	E-7 = 17	03 = 23	08 = 28
E-3 = 13	E-8 = 18	04 = 24	09 = 29
E-4 = 14	E-9 = 19	05 = 25	010 = 31
E-5 = 15	01 = 21	06 = 26	

(Blacken corresponding number in response positions 14-15; i.e., E-1 = 11, therefore blacken 1 in response position 14 and 1 in response position 15.)

COLLEGE MAJOR

(Print major on back of Mark Sense form in space provided for Major.)

COLLEGE MINOR (If none so state: None)

(Print minor on back of Mark Sense form in space provided for Minor.)

COLLEGE CUMULATIVE GRADE POINT AVERAGE

(Print College Cumulative Grade Point Average on back of Mark Sense form in space provided for College Cumulative Grade Point Average.)

1-2. Current Cadet Rank:

Squad leader = 11
Platoon leader = 12
Master Sergeant = 13
First Sergeant = 14
Sergeant Major = 15
Command Sergeant Major = 16

Second Lieutenant = 17
First Lieutenant = 18
Captain = 19
Major = 20
Lieutenant Colonel = 21
Colonel = 22

(Blacken corresponding number in response positions 1-2; i.e., Squad leader = 11, therefore blacken 1 in response position 1 and 1 in response position 2.)

3-4. Highest Cadet Rank Held:

(Follow directions for 1-2 but blacken response in response positions 3-4.)

5-6. State in which you attended Elementary School (if you went to more than one school consider one in which you spent most time):

Alaska = 11
Alabama = 12
Arizona = 13
Arkansas = 14
California = 15
Colorado = 16
Connecticut = 17
Delaware = 18
Florida = 19
Georgia = 21
Hawaii = 22
Idaho = 23
Illinois = 24
Indiana = 25
Iowa = 26
Kansas = 27
Kentucky = 28
Louisiana = 29
Maine = 31
Maryland = 32
Massachusetts = 33
Michigan = 34
Minnesota = 35
Mississippi = 36
Missouri = 37
Montana = 38
Nebraska = 39

Nevada = 41
New Hampshire = 42
New Jersey = 43
New Mexico = 44
New York = 45
North Carolina = 46
North Dakota = 47
Ohio = 48
Oklahoma = 49
Oregon = 51
Pennsylvania = 52
Rhode Island = 53
South Carolina = 54
South Dakota = 55
Tennessee = 56
Texas = 57
Utah = 58
Vermont = 59
Virginia = 61
Washington = 62
West Virginia = 63
Wisconsin = 64
Wyoming = 65
District of Columbia (D.C.) = 66
U.S. Territories = 67
Foreign (that is other than U.S. or its territories) = 68

Mark your answers with a #2 PENCIL ONLY on the accompanying red and white answer sheet.

Put your answer for each question in the block(s) on the answer sheet whose number corresponds to that of the question. DO NOT WRITE ANYWHERE OTHER THAN THE NUMBERED BLOCKS.

Questions 1-6

Rate the importance of each honor society in which you were a member to your LEADERSHIP DEVELOPMENT. If appropriate, use question number 6 to evaluate your membership in an honor society not given in questions 1 through 5. To complete your response at question number 6 first fill in the blank with the name of the society and then proceed as you did for questions 1 through 5.

1. ALPHA KAPPA MU

Not Important		Moderately Important			Very Important		Not A Member
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>9</u>

2. SCABBARD AND BLADE HONOR SOCIETY

Not Important		Moderately Important			Very Important		Not A Member
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>9</u>

3. ALPHA LAMBDA DELTA

Not Important		Moderately Important			Very Important		Not A Member
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>9</u>

4. KAPPA DELTA PI

Not Important		Moderately Important			Very Important		Not A Member
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>9</u>

5. ACADEMIC WHO'S WHO

Not Important		Moderately Important				Very Important	Not A Member
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>9</u>

6.

(FILL IN OTHER SELECTION)

Not Important		Moderately Important				Very Important	Not A Member
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>9</u>

Questions 7-12

Rate the importance of each honor society in which you were a member to your development of SELF CONFIDENCE. If appropriate, use question number 12 to evaluate your membership in an honor society not given in questions 7 through 11. To complete your response at question number 12 first fill in the blank with the name of the society and then proceed as you did for questions 7 through 11.

7 ALPHA KAPPA MU

Not Important		Moderately Important				Very Important	Not A Member
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>9</u>

8. SCABBARD AND BLADE HONOR SOCIETY

Not Important		Moderately Important				Very Important	Not A Member
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>9</u>

9. ACADEMIC WHO'S WHO

Not Important		Moderately Important				Very Important	Not A Member
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>9</u>

10. KAPPA DELTA PI

Not Important		Moderately Important				Very Important	Not A Member
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>9</u>

11. ALPHA LAMBDA DELTA

Not Important		Moderately Important				Very Important	Not A Member
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>9</u>

12.

(FILL IN OTHER SELECTION)

Not Important		Moderately Important				Very Important	Not A Member
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>9</u>

Questions 13-18

Rate the importance of each of the activities in which you were a member to your LEADERSHIP development. Use question number 18 and fill in an organization or activity of your choice to evaluate if one of your activities is not listed at questions 13 through 17.

13. SOCIAL SORORITY

Not Important		Moderately Important				Very Important	Not A Member
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>9</u>

14. SOCIAL FRATERNITY

Not Important		Moderately Important				Very Important	Not A Member
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>9</u>

15. SCABBARD AND BLADE

Not Important		Moderately Important				Very Important	Not A Member
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>9</u>

16. PERSHING RIFLES

Not Important		Moderately Important				Very Important	Not A Member
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>9</u>

17. STUDENT COUNCIL

Not Important		Moderately Important				Very Important	Not A Member
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>9</u>

18.

(FILL IN OTHER SELECTION)

Not Important		Moderately Important				Very Important	Not A Member
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>9</u>

Questions 19-24

Rate the importance of each of the activities in which you were a member to your development of SELF CONFIDENCE. Use question number 24 and fill in an organization or activity of your choice to evaluate if one of your activities is not listed at questions 19 through 23.

19. SOCIAL FRATERNITY

Not Important		Moderately Important				Very Important	Not A Member
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>9</u>

20. SOCIAL SORORITY

Not Important		Moderately Important				Very Important	Not A Member
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>9</u>

21. PERSHING RIFLES

Not Important		Moderately Important				Very Important	Not A Member
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>9</u>

22. STUDENT COUNCIL

Not Important		Moderately Important				Very Important	Not A Member
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>9</u>

23. SCABBARD AND BLADE

Not Important		Moderately Important				Very Important	Not A Member
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>9</u>

24.

(FILL IN OTHER SELECTION)

Not Important		Moderately Important				Very Important	Not A Member
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>9</u>

Questions 25-31

Rate the importance of each on your LEADERSHIP DEVELOPMENT. Use question number 31 to list and evaluate a leadership position you held not given at questions 25 through 30.

25. PLATOON LEADER

Not Important		Moderately Important				Very Important	Didn't Hold Position
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>9</u>

26. BATTALION COMMANDER OR EXECUTIVE OFFICER

Not Important		Moderately Important				Very Important	Didn't Hold Position
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>9</u>

27. SQUAD LEADER

Not Important		Moderately Important				Very Important	Didn't Hold Position
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>9</u>

28. COMPANY COMMANDER

Not Important		Moderately Important				Very Important	Didn't Hold Position
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>9</u>

29. PLATOON SERGEANT

Not Important		Moderately Important				Very Important	Didn't Hold Position
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>9</u>

30. S-3

Not Important		Moderately Important				Very Important	Didn't Hold Position
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>9</u>

31.

(FILL IN OTHER SELECTION)

Not Important		Moderately Important				Very Important	Didn't Hold Position
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>9</u>

Questions 32-35

For all of the following activities in which you participated, rate the importance of the activity to your LEADERSHIP DEVELOPMENT.

32. INTRAMURAL TEAM MEMBER

Not Important		Moderately Important				Very Important	Did Not Participate
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>9</u>

33. INTERCOLLEGIATE SPORT TEAM MEMBER

Not Important		Moderately Important				Very Important	Did Not Participate
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>9</u>

34. INTERCOLLEGIATE TEAM CAPTAIN

Not Important		Moderately Important				Very Important	Did Not Participate
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>9</u>

35. INTRAMURAL TEAM CAPTAIN

Not Important		Moderately Important			Very Important		Did Not Participate
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>9</u>

Questions 36-39

For all those activities in which you participated, rate the importance of the activity to the development of your SELF CONFIDENCE.

36. INTRAMURAL TEAM MEMBER

Not Important		Moderately Important			Very Important		Did Not Participate
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>9</u>

37. INTERCOLLEGIATE SPORT TEAM MEMBER

Not Important		Moderately Important			Very Important		Did Not Participate
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>9</u>

38. INTERCOLLEGIATE TEAM CAPTAIN

Not Important		Moderately Important			Very Important		Did Not Participate
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>9</u>

39. INTRAMURAL TEAM CAPTAIN

Not Important		Moderately Important			Very Important		Did Not Participate
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>9</u>

Questions 40-44

Rate the importance of each factor listed below to your decision to join the ROTC Program. Use question number 44 to list and evaluate any additional factor you considered.

40. ATTRACTIVENESS OF ARMY OFFICER'S CAREER

Not Important		Moderately Important			Very Important	
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

41. BENEFITS OF ROTC SCHOLARSHIP

Not Important		Moderately Important			Very Important	
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

42. OFFICER CAREER PROVIDED ANOTHER JOB OPTION

Not Important		Moderately Important			Very Important	
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

43. MONEY AS AN INCENTIVE (INCLUDING ROTC PAY AND OFFICER SALARY)

Not Important		Moderately Important			Very Important	
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

44. OTHER: _____
(FILL IN FACTOR)

Not Important		Moderately Important			Very Important	
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

Questions 45-51

Rate the importance of each factor listed below to your decision to join the advanced ROTC Program. Use question number 51 to list and evaluate any additional factor you considered.

45. MONEY (INCLUDING ROTC PAY AND OFFICER SALARY)

Not Important		Moderately Important			Very Important	
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

46. ATTRACTIVENESS OF ARMY OFFICER'S CAREER

Not Important		Moderately Important				Very Important
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

47. BENEFITS OF ROTC SCHOLARSHIPS

Not Important		Moderately Important				Very Important
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

48. OFFICER CAREER PROVIDED ANOTHER JOB OPTION

Not Important		Moderately Important				Very Important
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

49. THE ARMY'S EQUAL OPPORTUNITY ENVIRONMENT

Not Important		Moderately Important				Very Important
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

50. THE RACIAL CLIMATE OF THE ARMY

Not Important		Moderately Important				Very Important
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

51. OTHER: _____
(FILL IN FACTOR)

Not Important		Moderately Important				Very Important
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

Questions 52-59

Rate the importance of the principal people influences on your decision to join in ROTC. Use question number 59 to list and evaluate any other persons you considered in addition to those listed from 52 through 58.

52. FAMILY

Not Important		Moderately Important			Very Important	
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

53. PROFESSOR(S) OF MILITARY SCIENCE

Not Important		Moderately Important			Very Important	
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

54. ROTC INSTRUCTOR(S)

Not Important		Moderately Important			Very Important	
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

55. NON-COMMISSIONED OFFICER ROTC INSTRUCTOR(S)

Not Important		Moderately Important			Very Important	
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

56. DESIRE TO BECOME AN OFFICER

Not Important		Moderately Important			Very Important	
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

57. COUNSELORS

Not Important		Moderately Important			Very Important	
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

58. FELLOW STUDENT(S)

Not Important		Moderately Important			Very Important	
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

59. OTHER: _____
(FILL IN SELECTION)

Not Important		Moderately Important			Very Important	
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

Questions 60-66

Evaluate your pre-college environment and experience by designating the percentage of blacks associated with the institutions which follow.

60. AVERAGE PERCENTAGE OF BLACKS IN YOUR NEIGHBORHOOD THAT YOU GREW UP IN (ONE WHERE YOU SPENT THE MOST TIME).

No Blacks						All Black	Don't Know
<u>1</u> 0%	<u>2</u> 1-19%	<u>3</u> 20-39%	<u>4</u> 40-59%	<u>5</u> 60-79%	<u>6</u> 80-99%	<u>7</u> 100%	<u>9</u>

61. WHAT WAS THE AVERAGE PERCENT OF BLACKS IN YOUR ELEMENTARY SCHOOL STUDENT BODY (ONE WHERE YOU SPENT MOST TIME)?

No Blacks						All Black	Don't Know
<u>1</u> 0%	<u>2</u> 1-19%	<u>3</u> 20-39%	<u>4</u> 40-59%	<u>5</u> 60-79%	<u>6</u> 80-99%	<u>7</u> 100%	<u>9</u>

62. WHAT WAS THE AVERAGE PERCENT OF BLACKS IN YOUR MIDDLE SCHOOL (OR JUNIOR HIGH SCHOOL) STUDENT BODY (ONE IN WHICH YOU SPENT THE MOST TIME)?

No Blacks						All Black	Did Not Attend	Don't Know
<u>1</u> 0%	<u>2</u> 1-19%	<u>3</u> 20-39%	<u>4</u> 40-59%	<u>5</u> 60-79%	<u>6</u> 80-99%	<u>7</u> 100%	<u>8</u>	<u>9</u>

63. WHAT WAS THE AVERAGE PERCENT OF BLACKS IN YOUR COMBINED JUNIOR-SENIOR HIGH SCHOOL (ONE IN WHICH YOU SPENT MOST TIME)?

No Blacks						All Black	Did Not Attend	Don't Know
<u>1</u> 0%	<u>2</u> 1-19%	<u>3</u> 20-39%	<u>4</u> 40-59%	<u>5</u> 60-79%	<u>6</u> 80-99%	<u>7</u> 100%	<u>8</u>	<u>9</u>

64. WHAT WAS THE AVERAGE PERCENT OF BLACKS IN YOUR SENIOR HIGH SCHOOL STUDENT BODY (ONE IN WHICH YOU SPENT THE MOST TIME)?

No Blacks						All Black	Did Not Attend	Don't Know
<u>1</u> 0%	<u>2</u> 1-19%	<u>3</u> 20-39%	<u>4</u> 40-59%	<u>5</u> 60-79%	<u>6</u> 80-99%	<u>7</u> 100%	<u>8</u>	<u>9</u>

65. HOW MUCH CONTACT DID YOU HAVE WITH WHITES PRIOR TO COLLEGE?

No Contact			Some Contact		Frequent Contact	Did Not Attend	Don't Know
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>

66. HOW MUCH CONTACT DID YOU HAVE WITH WHITES WHILE ATTENDING COLLEGE?

No Contact			Some Contact		Frequent Contact	Did Not Attend	Don't Know
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>

Questions 67-71

For each question, indicate the percentage of black faculty or teachers at each of the schools listed below.

67. ELEMENTARY SCHOOL (ONE IN WHICH YOU SPENT MOST TIME)

No Blacks						All Black	Don't Know
<u>1</u> 0%	<u>2</u> 1-19%	<u>3</u> 20-39%	<u>4</u> 40-59%	<u>5</u> 60-79%	<u>6</u> 80-99%	<u>7</u> 100%	<u>9</u>

68. COMBINED JUNIOR-SENIOR HIGH (ONE IN WHICH YOU SPENT MOST TIME)

No Blacks						All Black	Did Not Attend	Don't Know
<u>1</u> 0%	<u>2</u> 1-19%	<u>3</u> 20-39%	<u>4</u> 40-59%	<u>5</u> 60-79%	<u>6</u> 80-99%	<u>7</u> 100%	<u>8</u>	<u>9</u>

69. MIDDLE SCHOOL (OR JUNIOR HIGH SCHOOL) (ONE IN WHICH YOU SPENT MOST TIME)

No Blacks						All Black	Did Not Attend	Don't Know
<u>1</u> 0%	<u>2</u> 1-19%	<u>3</u> 20-39%	<u>4</u> 40-59%	<u>5</u> 60-79%	<u>6</u> 80-99%	<u>7</u> 100%	<u>8</u>	<u>9</u>

70. SENIOR HIGH SCHOOL (ONE IN WHICH YOU SPENT MOST TIME)

No Blacks						All Black	Did Not Attend	Don't Know
<u>1</u> 0%	<u>2</u> 1-19%	<u>3</u> 20-39%	<u>4</u> 40-59%	<u>5</u> 60-79%	<u>6</u> 80-99%	<u>7</u> 100%	<u>8</u>	<u>9</u>

71. COLLEGE (ONE IN WHICH YOU SPENT MOST TIME)

No Blacks						All Black	Did Not Attend	Don't Know
<u>1</u> 0%	<u>2</u> 1-19%	<u>3</u> 20-39%	<u>4</u> 40-59%	<u>5</u> 60-79%	<u>6</u> 80-99%	<u>7</u> 100%	<u>8</u>	<u>9</u>

Questions 72-78

Evaluate your environment and experience as indicated.

72. HOW MUCH CONTACT HAVE YOU HAD WITH WHITE PEERS WHO SAY THEY HAVE NEVER HAD PRIOR CONTACT WITH BLACKS?

Not Ever	Moderately Frequent				Very Frequent	
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

73. RATE THE QUALITY AS YOU PERCEIVE IT OF MOST OF THE PREDOMINATELY WHITE HIGH SCHOOLS

Well Below Average	Below Average	Slightly Below Average	Average	Slightly Above Average	Above Average	Well Above Average
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

74. RATE THE QUALITY AS YOU PERCEIVE IT OF MOST OF THE PREDOMINATELY BLACK HIGH SCHOOLS

Well Below Average	Below Average	Slightly Below Average	Average	Slightly Above Average	Above Average	Well Above Average
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

75. RATE THE VALUE OF AN EDUCATION AT A PREDOMINATELY WHITE HIGH SCHOOL IN HELPING TO PREPARE SOMEONE FOR COLLEGE

No Value			Moderately Valuable			Very Valuable	Don't Know
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>9</u>

76. RATE THE VALUE OF AN EDUCATION AT A PREDOMINATELY WHITE COLLEGE IN HELPING SOMEONE GET A JOB AFTER GRADUATION

No Value			Moderately Valuable			Very Valuable	Don't Know
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>9</u>

77. RATE THE VALUE OF AN EDUCATION AT A PREDOMINATELY BLACK HIGH SCHOOL IN HELPING TO PREPARE SOMEONE FOR COLLEGE

No Value			Moderately Valuable			Very Valuable	Don't Know
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>9</u>

78. RATE THE VALUE OF AN EDUCATION AT A PREDOMINATELY BLACK COLLEGE IN HELPING SOMEONE GET A JOB AFTER GRADUATION

No Value			Moderately Valuable			Very Valuable	Don't Know
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>9</u>

QUESTIONS 79-80

79. IN YOUR OPINION, HOW COMPETITIVE IS YOUR ENVIRONMENT WITH THE ARMY?

Not Competitive			Moderately Competitive			Very Competitive	Don't Know
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>9</u>

80. AT THE PRESENT TIME HOW WELL PREPARED DO YOU FEEL YOU ARE FOR AN ARMY CAREER?

Not Prepared			Moderately Prepared			Well Prepared	Don't Know
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>9</u>

Questions 81-82

Rate the importance of being able to express yourself clearly in writing:

81. TO YOUR PROFESSIONAL CAREER

Not Important				Moderately Important				Very Important
<u>1</u>		<u>2</u>		<u>3</u>		<u>4</u>		<u>5</u>
						<u>6</u>		<u>7</u>

82. TO YOUR CAREER AS AN ARMY OFFICER

Not Important				Moderately Important				Very Important
<u>1</u>		<u>2</u>		<u>3</u>		<u>4</u>		<u>5</u>
						<u>6</u>		<u>7</u>

Questions 83-84

Evaluate the importance of being able to speak clearly.

83. TO YOUR PROFESSIONAL CAREER

Not Important				Moderately Important				Very Important
<u>1</u>		<u>2</u>		<u>3</u>		<u>4</u>		<u>5</u>
						<u>6</u>		<u>7</u>

84. TO YOUR CAREER AS AN ARMY OFFICER

Not Important				Moderately Important				Very Important
<u>1</u>		<u>2</u>		<u>3</u>		<u>4</u>		<u>5</u>
						<u>6</u>		<u>7</u>

Questions 85-90

Evaluate your writing education. Rate the instruction in writing which you have received in your undergraduate education in departments:

85. IN CLASSES OTHER THAN ROTC

Low Quality				Moderate Quality				High Quality
<u>1</u>		<u>2</u>		<u>3</u>		<u>4</u>		<u>5</u>
						<u>6</u>		<u>7</u>

86. IN ROTC CLASSES

Low Quality		Moderate Quality			High Quality	
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

87. IN CLASSES OTHER THAN ROTC

No Instruction		Moderate Amount of Instruction			A Great Deal of Instruction	
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

88. IN ROTC CLASSES

No Instruction		Moderate Amount of Instruction			A Great Deal of Instruction	
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

What changes would you recommend in the amount of writing instruction provided by:

89. UNDERGRADUATE DEPARTMENTS OTHER THAN ROTC

Much Less		Same			Much More	
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

90. ROTC DEPARTMENT

Much Less		Same			Much More	
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

Questions 91-96

For each of the items below, rate the instruction in speaking which you have received in your undergraduate education in departments:

91. IN CLASSES OTHER THAN ROTC

Low Quality		Moderate Quality			High Quality	
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

92. IN ROTC CLASSES

Low Quality		Moderate Quality			High Quality	
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

93. IN CLASSES OTHER THAN ROTC

No Instruction		Moderate Amount of Instruction			A Great Deal of Instruction	
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

94. IN ROTC CLASSES

No Instruction		Moderate Amount of Instruction			A Great Deal of Instruction	
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

What changes would you recommend in the amount of speaking instruction as provided by:

95. UNDERGRADUATE DEPARTMENTS OTHER THAN ROTC

Much Less		Same			Much More	
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

96. ROTC DEPARTMENT

Much Less		No Change			Much More	
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

Questions 97-102

For each of the items below, rate reading as received in your undergraduate education in departments:

97. IN CLASSES OTHER THAN ROTC

Low Quality		Moderate Quality			High Quality	
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

98. IN ROTC CLASSES

Low Quality		Moderate Quality			High Quality	
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

99. IN CLASSES OTHER THAN ROTC

No Instruction	Moderate Amount of Instruction			A Great Deal of Instruction		
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

100. IN ROTC CLASSES

No Instruction	Moderate Amount of Instruction			A Great Deal of Instruction		
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

Indicate changes in amount of reading instruction as provided by:

101. UNDERGRADUATE DEPARTMENTS OTHER THAN ROTC

Much Less			Same	Much More		
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

102. ROTC DEPARTMENT

Much Less			Same	Much More		
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>



DEPARTMENT OF THE ARMY
US ARMY WAR COLLEGE
CARLISLE BARRACKS, PENNSYLVANIA 17013

Black Officer Study Group

IN REPLY REFER TO:

22 January 1980

D

MEMORANDUM FOR RECORD

SUBJECT: Conference with Army Research Institute (ARI)

On 18 January 1980, LTCs Claude Ellis and Jerry Hubbard met with Dr. Arthur Gilbert, ARI to discuss research undertaken on quality of ROTC graduates from Historically Black Colleges.

Major findings from this conference are summarized below.

- ARI's research was initiated in 1973 at the request of then BG Rogers, Deputy Chief of Staff for ROTC (TRADOC).

- Research consisted of evaluating the ROTC and active duty performance of the graduating class of 1973. Results and implications are contained in a briefing presented by BG French which is on hand at the Study Group.

- A follow on study of the class of 1979 was discussed with Dr. Gilbert however, details are "close hold" except for implications presented in letter of 29 Nov 1979 from BG French to LTC Yerks (on hand).

- Request was made of Dr. Gilbert to obtain release of pertinent data in the 1979 study for use by the USAWC 80 study group.

- Dr. Gilbert reviewed the USAWC Black Officer study survey instruments and provided the following recommendations.

° 03-04 Survey

- Add question to analyze white officers experience with blacks. Questionnaire as structured addresses the black officer's experience with his white counterpart.

- Change Rank to Rate in question stem for clarity.

- Add questions to specifically ascertain reasons for leaving service or what situations could result in decision to resign.

•PMS Survey


- (Q 25, 25) Change stem to read "What do you think is the relationship...." for clarity.

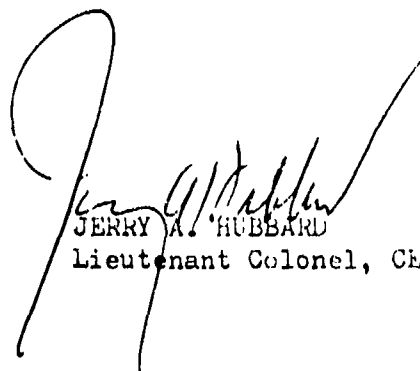
• USAWC/Supervisor Survey

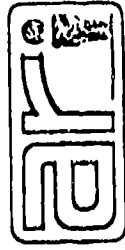
-Add means to identify race of person completing questionnaire to facilitate analysis.

It is the conclusion of the undersigned that the USAWC Black Officer "study" is not repetitious of ARI research in this area. Their effort has been primarily one collection of statistical data from TRADOC, MILPERCEN and Universities, collating same and making subjective "implications" based on criterion measures.

Dr. Gilbert praised our effort and expressed a deep interest in assisting in the analysis of questionnaire/interview results.


CLAUDE ELLIS
Lieutenant Colonel, ADA


JERRY A. HUBBARD
Lieutenant Colonel, CE



PERFORMANCE OF ROTC OFFICERS FROM PREDOMINATELY BLACK COLLEGES

OBJECTIVES

1. TO DETERMINE IF THERE IS A SET OF REASONS, SUBJECT TO REMEDIATION, FOR THE LOW SELECTION RATE OF ROTC GRADUATES OF HISTORICALLY BLACK COLLEGES.
2. TO PROVIDE ADDITIONAL INFORMATION ON THE SUBJECT OF IMPROVING THE SUCCESS-RATE OF OFFICERS FROM HISTORICALLY BLACK COLLEGES.



**PERFORMANCE OF ROTC OFFICERS
FROM PREDOMINANTLY
BLACK COLLEGES**

FOUR SEPARATE APPROACHES

1. EXAMINATION OF THE RECORDS OF OFFICERS SELECTED AND NON-SELECTED FOR PROMOTION TO CAPTAIN, RA, TO DETERMINE ANY SPECIAL REASONS FOR PROMOTION BOARD ACTION IN NON-SELECTION OF OFFICERS WHO GRADUATED FROM HISTORICALLY BLACK COLLEGES.
2. INTERVIEWS WITH BLACK ROTC CADETS AND WITH BLACK ROTC FACULTY MEMBERS.
3. EVALUATION OF ROTC ADVANCED CAMP PERFORMANCE.
4. EVALUATION OF OFFICER BASIC COURSE (OBC) PERFORMANCE.



**PERFORMANCE OF ROTC OFFICERS
FROM PREDOMINATELY
BLACK COLLEGES**

SAMPLES

- **SELECTION FOLDER DATA:**
 - 193 OFFICERS CONSIDERED FOR PROMOTION TO
CAPTAIN, REGULAR ARMY
- **INTERVIEWS WITH BLACK CADETS AND
BLACK ROTC FACULTY MEMBERS:**
 - 36 CADETS
 - 18 ROTC FACULTY MEMBERS
- **ROTC ADVANCED SUMMER CAMP
PERFORMANCE:**
 - 7,173 CADETS IN 1979
 - 5,253 CADETS IN 1978
- **OFFICER BASIC COURSE (OBC) PERFORMANCE**
 - 1,561 OFFICERS WHO ATTENDED OBC IN 1979
 - 1,243 OFFICERS WHO ATTENDED OBC IN 1978



PERFORMANCE OF ROTC OFFICERS FROM PREDOMINATELY BLACK COLLEGES

FINDINGS SELECTION FOLDERS

- ALL OFFICERS NOT SELECTED FOR PROMOTION, WHEN COMPARED WITH ALL OFFICERS SELECTED, WERE MORE FREQUENTLY CONSIDERED AS NEEDING IMPROVEMENT OR BEING DEFICIENT OR RECEIVED LESS THAN FAVORABLE WRITTEN COMMENTS ON 11 OF THE ATTRIBUTE AREAS.
- OFFICERS FROM HISTORICALLY BLACK COLLEGES WHO WERE NOT SELECTED FOR PROMOTION WHEN COMPARED WITH OFFICERS FROM HISTORICALLY BLACK COLLEGES WHO WERE SELECTED, WERE MORE FREQUENTLY CONSIDERED AS NEEDING IMPROVEMENT, AS BEING DEFICIENT, OR RECEIVED LESS THAN FAVORABLE WRITTEN COMMENTS ON THE SAME PROFESSIONAL ATTRIBUTE AREAS WITH THE EXCEPTION OF PHYSICAL FITNESS.



PERFORMANCE OF ROTC OFFICERS FROM PREDOMINATELY BLACK COLLEGES

CRITICAL OVER ATTRIBUTE AREAS FOR SELECTION TO CAPTAIN RA

- TECHNICAL COMPETENCE
- SEEKING RESPONSIBILITY
- ACCEPTING FULL ACCOUNTABILITY FOR ACTIONS AND ACTIONS OF SUBORDINATES
- RELIABILITY OF JUDGMENT
- MAINTAINING EFFECTIVE TWO-WAY COMMUNICATION
- CONCERN FOR BEST INTERESTS OF SUBORDINATES
- SUBORDINATING PERSONAL INTERESTS AND WELFARE TO THOSE OF THE ORGANIZATION AND STAFF
- PERSONAL CONDUCT SETTING THE PROPER EXAMPLE FOR SUBORDINATES
- BEING INNOVATIVE IN APPROACH TO DUTIES AND RESPONSIBILITIES
- DEMONSTRATING A BREADTH OF PERSPECTIVE AND DEPTH OF UNDERSTANDING BEYOND LIMIT OF SPECIFIC RESPONSIBILITIES
- PHYSICAL FITNESS



PERFORMANCE OF ROTC OFFICERS FROM PREDOMINATELY BLACK COLLEGES

SUMMARY OF SELF REPORTS OBTAINED FROM GROUP INTERVIEWS

SELF REPORTS OBTAINED FROM GROUP INTERVIEWS INDICATED THAT CADETS FROM HISTORICALLY BLACK COLLEGES FEEL THAT THEY:

- DO NOT PROJECT AN IMAGE OF SELF-CONFIDENCE
- HAVE DIFFICULTY IN THEIR INTERACTION WITH WHITE CADETS
- EXPERIENCE A CERTAIN AMOUNT OF "CULTURE SHOCK" IN A PREDOMINATELY WHITE ENVIRONMENT
- ARE DISCRIMINATED AGAINST IN CADET PEER RATINGS
- ARE NOT AS WELL PREPARED IN MILITARY SKILLS AS THEIR WHITE COUNTERPARTS
- ARE NOT GIVEN AN OPPORTUNITY FOR CADET LEADERSHIP POSITIONS EARLY ENOUGH IN ADVANCED CAMP
- ARE NOT APPRECIATED FOR THEIR ABILITY TO THE SAME EXTENT AS THAT OF WHITE CADETS
- ARE INSECURE IN THEIR ABILITY TO EXPRESS THEIR IDEAS



PERFORMANCE OF ROTC OFFICERS FROM PREDOMINATELY BLACK COLLEGES

FINDINGS ROTC SUMMER CAMP PERFORMANCE

ROTC CADETS FROM HISTORICALLY BLACK COLLEGES:

- HAD A HIGHER AVERAGE PERFORMANCE IN PHYSICAL FITNESS THAN DID CADETS FROM WHITE COLLEGES
- PERFORMED LOWER THAN CADETS FROM WHITE COLLEGES IN ALL OTHER AREAS
- RECEIVED POOREST PERFORMANCE SCORES IN MILITARY SKILLS
- FURTHER DISCUSSION: CADETS FROM HISTORICALLY BLACK COLLEGES SHOWED A SLIGHT TREND TOWARD IMPROVEMENT IN 1979 SUMMER CAMP PERFORMANCE OVER THAT FOR 1978. NO CHANGE WAS NOTED IN THE PERFORMANCE OF COUNTERPART CADETS FROM WHITE COLLEGES



PERFORMANCE OF ROTC OFFICERS FROM PREDOMINATELY BLACK COLLEGES

PERFORMANCE OF STUDENTS FROM HISTORICALLY BLACK COLLEGES
AND CADETS FROM WHITE COLLEGES IN THE 1978 ROTC SUMMER CAMP
(ROTC CLASS OF 1979)

MEASURE	MEAN	
	BLACK COLLEGES	WHITE COLLEGES
JOB PERFORMANCE		
WEIGHTED	<u>94.14</u>	<u>100.75</u>
SUPERVISORY OFFICER ADVISOR TRAINER	93.50	100.79
PLATOON OFFICER ADVISOR TRAINER	93.56	100.72
PLATOON NCO ADVISOR TRAINER	94.55	100.65
PHYSICAL FITNESS	<u>106.26</u>	<u>99.30</u>
ORIENTEERING		
WEIGHTED	<u>93.65</u>	<u>100.99</u>
FREE STYLE ORIENTEERING I	92.77	100.78
FREE STYLE ORIENTEERING II	93.90	100.71
MILITARY SKILLS	<u>86.53</u>	<u>101.42</u>
PEER RATINGS		
WEIGHTED	94.80	100.83
COMBAT COMMANDER/LEADER	95.56	100.48
TECHNICAL STAFF MANAGER	93.53	100.69

ALL DIFFERENCES BETWEEN COLUMNS STATISTICALLY SIGNIFICANT



PERFORMANCE OF ROTC OFFICERS FROM PREDOMINATELY BLACK COLLEGES

PERFORMANCE OF STUDENTS FROM HISTORICALLY BLACK COLLEGES
AND CADETTS FROM WHITE COLLEGES IN THE 1979 ROTC SUMMER
(ROTC CLASS OF 1980)

MEASURE	MEAN	
	BLACK COLLEGES	WHITE COLLEGES
JOB PERFORMANCE		
WEIGHTED	<u>95.13</u>	<u>100.68</u>
SUPERVISORY OFFICER ADVISOR TRAINER	92.83	100.83
PLATOON OFFICER ADVISOR TRAINER	95.03	100.65
PLATOON NCO ADVISOR TRAINER	95.65	100.57
PHYSICAL FITNESS	<u>104.31</u>	<u>99.49</u>
ORIENTEERING		
WEIGHTED	<u>94.37</u>	<u>100.96</u>
FREE STYLE ORIENTEERING I	94.51	100.68
FREE STYLE ORIENTEERING II	93.73	100.75
MILITARY SKILLS	<u>87.74</u>	<u>101.37</u>
PEER RATINGS		
WEIGHTED	<u>95.59</u>	<u>100.78</u>
PEER RATING II	<u>95.34</u>	<u>100.53</u>
PEER RATING I	95.34	100.54

ALL DIFFERENCES BETWEEN COLUMNS STATISTICALLY SIGNIFICANT



PERFORMANCE OF ROTC OFFICERS
FROM PREDOMINATELY
BLACK COLLEGES

FINDINGS
OFFICER BASIC COURSE PERFORMANCE
(1977 AND 1978 SAMPLES)

GRADUATES OF HISTORICALLY BLACK ROTC HOST INSTITUTIONS:

- RECEIVED LOWER FINAL COURSE GRADES THAN GRADUATES OF WHITE ROTC HOST INSTITUTIONS IN BOTH SAMPLES
- RECEIVED HIGHER FINAL COURSE GRADES IN 1978 OBC THAN 1977 OBC

NO CHANGE IN OBC FINAL COURSE GRADES FOR GRADUATES OF WHITE INSTITUTIONS



PERFORMANCE OF ROTC OFFICERS FROM PREDOMINATELY BLACK COLLEGES

COMPARISON OF ROTC GRADUATES OF HISTORICALLY
BLACK COLLEGES AND OF GRADUATES OF WHITE
COLLEGES ON OFFICER BASIC COURSE (OBC) PERFORMANCE

AVERAGE PERFORMANCE	
1977 SAMPLE	1978 SAMPLE

GRADUATES OF BLACK INSTITUTIONS

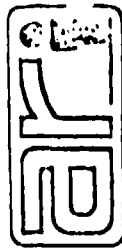
75.89

85.05

GRADUATES OF WHITE INSTITUTIONS

102.21

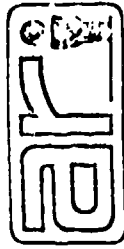
101.60



PERFORMANCE OF ROTC OFFICERS FROM PREDOMINATELY BLACK COLLEGES

SUMMARY OF FINDINGS

- NO SINGLE ONE OR SMALL SET OF OER ATTRIBUTE AREAS ACCOUNTS FOR LOW SELECTEE RATE OF OFFICERS FROM HISTORICALLY BLACK COLLEGES
- CADETS FROM HISTORICALLY BLACK COLLEGES REPORT FEELING LESS PREPARED AND LESS APPRECIATED
- CADETS FROM HISTORICALLY BLACK COLLEGES GENERALLY PERFORM LOWER THAN THEIR COUNTERPARTS IN ROTC SUMMER CAMP
- THE LARGEST GAP BETWEEN CADETS FROM HISTORICALLY BLACK COLLEGES AND CADETS FROM WHITE COLLEGES WAS IN MILITARY SKILLS IN ROTC SUMMER CAMP, AND THIS WAS THE AREA OF POOREST PERFORMANCE FOR CADETS FROM HISTORICALLY BLACK COLLEGES
- GRADUATES FROM HISTORICALLY BLACK COLLEGES PERFORMED LOWER THAN THEIR COUNTERPARTS IN OBC
- GRADUATES OF HISTORICALLY BLACK COLLEGES IN 1978 OBC PERFORMED BETTER THAN IN 1977 OBC



PERFORMANCE OF ROTC OFFICERS FROM PREDOMINANTLY BLACK COLLEGES

IMPLICATIONS

- RECOGNIZE THAT BY CONVENTIONAL MEASURES (e.g., SAT), CADETS AT HISTORICALLY BLACK COLLEGES ARE OF LOWER ACADEMIC ABILITY THAN CADETS AT WHITE COLLEGES
- IDENTIFY AND REMEDIATE ACADEMIC DEFICIENCIES
- PROVIDE MATERIALS, EQUIPMENT AND PROGRAM OF INSTRUCTION (POI), TO ENHANCE TRAINING IN MILITARY SKILLS AND MONITOR PROGRESS OF MILITARY SKILLS
- DEAL WITH CADET PERCEPTION OF LOWER SOCIAL COMPETENCE
 - PROVIDE PARTICIPATION IN SELECTED ROTC ACTIVITIES WITH CADETS FROM WHITE ROTC UNITS LOCATED IN THE SAME GEOGRAPHICAL AREA
 - PARTICIPATION IN CADET TROOP LEADERSHIP TRAINING (CTLT) SHOULD BE INCREASED FOR CADETS FROM THESE SCHOOLS
 - USE HUMAN RELATIONS TRAINING OR ASSERTIVENESS TRAINING TO HELP TRANSITION TO A PREDOMINANTLY WHITE ENVIRONMENT
 - ENRICH ROTC CURRICULUM WITH INSTRUCTION IN WRITTEN AND ORAL PRESENTATIONS
 - INCREASE LEADERSHIP LABORATORY TRAINING

RESEARCH QUESTIONS

1. What are the factors influencing retention of ROTC cadets/graduates from different types of host institutions?
2. How do ROTC graduates (male/female) from different host institutions and academic background perform in OBC in the different career branches?
3. What is the quality of ROTC faculty at the different host institutions?
4. What is the performance of cadets at Advanced Camps of different types of host institutions for male/female?

ANNEX E

TRIP REPORT

Conferences of Presidents/Chancellors or Historically
Black Colleges (HBC), 4-6 March 1980

E

A representative of the BOARS study group AY 80 was invited by TRADOC ROTC desk to attend the 1980 meeting held 4-6 March 1980 at Tuskegee Institute, AL.

Attendees are listed in Inclosure 1, pp. 4-7.

Agenda for session is listed in Inclosure 1, pp. 1-3.

Keynote speaker for the conference was LTC Becton, who addressed quality problem areas, areas of improvement, and recommendations regarding black officers. Comments regarding his presentation are summarized below.

- a. 6% of officers assigned to the Corps are black.
- b. Black enlisted soldier population is higher (31%) and exceeds 50% in some units.
- c. Strengths include physical fitness and motivation to excell.
- d. More than 1/3 of assigned black officers were commissioned through ROTC programs at HBCs.
- e. Based on comments he received from a number of his friends, 60% of which were black, black officers need improved communication skill, they are more competitive if they come from an integrated school, they are culturally deprived in terms of manners, suspicious of criticism from white superiors, and additional measures are required if they are to be successful.
- f. After the first 12-18 months all are equally competitive.
- g. Students must understand that they must compete with the top of the class from the military academy and prestigious schools if they are to succeed.
- h. ROTC staffs must do more to help acclimate cadets.
- i. Areas of improvements:
 - (1) Social expectations of Army--15 officers in Corps are under 15-6 investigation. Half are black. Five are company grade. Set up visits to Army posts. Teach them how to operate in the "white man's world."
 - (2) Must be able to read effectively--more emphasis on oral and written requirements.
 - (3) Staff needs to get involved in student social activity as a training activity. Include requirement to RSVP, etc.
 - (4) Army black officers should become more concerned with young black officer.

(5) Potential ROTC staff for HBC should be selected only after they are interviewed to determine if they are suitable for the assignment.

(6) Need to assign more white cadre to ROTC staff of HBCs.

(7) Need to get rid of initial OER requirement (120 days). Should be retained as a counseling vehicle, but not submitted as an official part of the file. Contact has already been made with DCSPER regarding the matter.

j. School administrators need to:

(1) Continue support of ROTC program.

(2) Assist in identifying potential ROTC cadets.

(3) Assist in development of remedial communication clinics, facilities, and programs.

Summary of comments and responses to questions follows.

a. Oral communication requirement might best be expressed as "need to speak standard English."

b. Need for us to use phrase other than "white man's world" in discussing problem or solution.

c. Need to teach student how to survive in society.

d. Need to sensitize 94% of his corps. Sure that initial contact with black officer must be an equally traumatic experience for them.

e. Students arriving from integrated high schools emotionally drained and with less motivation.

f. Drain of quality from HBCs by other colleges. Some cadets are not recruited to participate in ROTC.

g. Army must continue to work with them once they are on active duty; colleges cannot do it all.

h. College staff and faculty support of the program is essential to gain maximum benefit.

Other comments regarding other agenda items:

a. One additional officer has been requested for ROTC staff at HBCs. Six currently approved and will be distributed to Howard, West Virginia State, St. Augustine, Southern, Jackson State, and Tuskegee for test purposes to improve communication skills of cadets.

b. Attempting to get one hip-pocket 2-year scholarship for each school.

c. Quality enrichment program--includes 93 dedicated 4-year scholarships for students who attend HBCs with allocation to school based on production.

- d. 21% of ROTC cadets are black.
- e. College officials prefer to interview all potential ROTC cadre, not just PMS. (fund limitation)
- f. Equipment resources are being procured to provide a better opportunity for training.
- g. ROTC staff is expected to teach cadet more without an increase in time available.
- h. ARI study challenged--"based on false premises; therefore, where we are going might not be proper." Concern expressed regarding failure of ARI to get input from HBCs or share study with HBCs, and TRADOC's failure to obtain HBCs input in identifying problems or solutions identified in the improvement plan. See Inclosure 1, p. 8.

i. Personnel statistical data:

Assignment of Officers to HBC

<u>Grade</u>	<u>Upper</u>	<u>Middle</u>	<u>Lower</u>	<u>U</u>	<u>Goal</u> <u>M</u>	<u>L</u>
05	37	58	5	50	50	
04	18	64	18	50	50	
03	32	55	14	50	50	

Promotion Board Results (% selection)

	<u>06</u>	<u>05</u>	<u>04</u>
Army	44.4	70.3	73.7
ROTC	25.0	73.2	89.4
HBC-ROTC	75.0	Non-elig.	75.0

Cadre by Race (%)

	<u>Officers</u>	<u>Enlisted</u>
B	87	53
W	13	47

Point of contact for ongoing actions (related) in Office of ASAM&RA is LTC Fred Leigh, Autovon 227-8201.

One copy of the Fact Sheets is included.

/s/ Dudley L. Tademy
DUDLEY L. TADEMY
Colonel, FA



FACT SHEETS
CONFERENCE OF PRESIDENTS / CHANCELLORS
HISTORICALLY BLACK COLLEGES
4 - 6 MARCH 1980
TUSKEGEE INSTITUTE

SHARED PROBLEMS - JOINT SOLUTIONS

End 1

THIS PAGE IS BEST QUALITY PRACTICABLE
FROM COPY FURNISHED TO DDC

INDEX

<u>PAGE</u>	<u>TOPIC</u>
1-3	AGENDA 4-6 MARCH 1980 AND REVISED AGENDA FOR 5 MARCH 1980
4-7	CONFERENCE ATTENDEES
8-15	ROTC PROGRAM IMPROVEMENT PLAN FOR HISTORICALLY BLACK COLLEGES
16-19	UPDATED SUMMARY OF EXPAND THE BASE
20-24	QUALITY ENRICHMENT PROGRAM
25-28	SELECTION CRITERIA FOR 4-YEAR ROTC SCHOLARSHIP RECIPIENTS
29	ENROLLMENT AND MEDIA SUPPORT FOR HISTORICALLY BLACK COLLEGES
30-31	HISTORICALLY BLACK COLLEGE ADVERTISING AND ENROLLMENT PLAN
32-33	MANPOWER ASSIGNED TO HISTORICALLY BLACK COLLEGES
34-35	OPENING ENROLLMENT SY 79-80; FY 79 OFFICER PRODUCTION
36-42	HISTORICALLY BLACK COLLEGE CTLT (CADET TROOP LEADERSHIP TRAINING) QUOTA ALLOCATIONS
43	PERFORMANCE COMPARISON OF OFFICERS FROM HISTORICALLY BLACK COLLEGES
44-51	TEMPORARY SUMMER EMPLOYMENT PROGRAM
52	EFFECT OF NEW INTERPRETATION ON ROTC

CONFERENCE OF PRESIDENTS/CHANCELLORS
HISTORICALY BLACK COLLEGES
AGENDA (5 MARCH 1980)

0800-0815	WELCOME	DR FOSTER
0815-0845	OPENING REMARKS	BG FRENCH
0845-0915	THE POSTURE OF ROTC GRADUATES AND VII CORPS	LTG BECTON
0915-0930	BREAK	
0930-1000	PRESENTATION OF ROTC PROGRAM IMPROVEMENT PLAN FOR HISTORICALLY BLACK COLLEGES	MAJ WOOD
1000-1030	GENERAL DISCUSSION ON PROGRAM IMPROVEMENT PLAN	MAJ WOOD
1030-1100	QUALITY ENRICHMENT PROGRAM	MRS HOLLIDAY
1100-1130	EXPAND THE BASE	MAJ WOOD
1130-1300	LUNCH	
1300-1400	HBC ADVERTISING UPDATE	BYRON LEWIS
1400-1415	ADVERTISING AND MEDIA SUPPORT FOR HISTORICALLY BLACK COLLEGES	LTC TINSLEY
1415-1430	BREAK	
1430-1530	ARMY NATIONAL GUARD MINORITY OFFICER RECRUITING EFFORT	BG TEMPLE
1530-1600	OVERCOMING THE SHORTCOMINGS OF INCOMING FRESHMEN	2 ROTC/REGION
1600-1700	EXECUTIVE SESSIONS	DR FOSTER BG FRENCH

**Conference of Presidents/Chancellors
Historically Black Colleges**

AGENDA

<u>Time</u>	<u>Activity</u>	<u>Responsibility</u>
<u>4 March 1980</u>	Arrival	Individual
	Billets (Holiday Inn, Tuskegee)	
1830-2030	No Host Cocktails/ Reception (Holiday Inn - Casual Attire)	Tuskegee Institute
<u>5 March 1980</u> <u>0800-0815</u>	Welcome Learning Resource Center/ Auditorium Basil O'Connor Hall	Dr. Foster
0815-0845	Opening Remarks	IG French
0845-0915	The Posture Of ROTC Graduates And The VII Corps	LTC Becton
0915-0930	Break	Tuskegee Institute
0930-1000	Presentation Of ROTC Region HBC Initiatives	MAJ Wood
1000-1030	Discussion/Seminar Of Region Initiatives	MAJ Wood
1030-1100	Quality Enrichment Program	Mrs. Holliday
1100-1130	Expand The Base	MAJ Wood
1130-1300	Lunch	Tuskegee Institute
1300-1400	HBC Advertising Update	Byron Lewis Uniworld
1400-1415	Army Recruiting For Black Officers	LTC Tinsley

1415-1430	Additional Officer Support	COL Baker
1430-1445	Break	Tuskegee Institute
1445-1545	Army National Guard Minority Officer Recruiting Effort	BG Temple
1545-1600	Overcoming The Short- comings Of Incoming Freshmen	2d ROTC Region
1600-1700	Executive Sessions	Dr. Foster BG French
1715	Bus Departure To Holiday Inn	Tuskegee Institute
<u>6 March 1980</u> 0800-1200	Executive Sessions (As Needed)	Dr. Foster BG French
	Departure	Tuskegee Institute/ Individual

ATTENDEES
CONFERENCE OF PRESIDENTS/CHANCELLORS HISTORICALLY BLACK COLLEGES

<u>ROTCR</u>	<u>SCHOOL/ORGANIZATION</u>	<u>ATTENDEE & POSITION</u>	<u>PMS ATTENDEE</u>
3	ALABAMA A&M UNIVERSITY	DR. RICHARD E. MORRISON PRESIDENT	COL JAMES HETWARD
3	ALCORN STATE UNIVERSITY	DR. RUDOLPH WATERS VICE PRESIDENT	LTC EDWARD S. WRIGHT
3	BISHOP COLLEGE	DR. HARRY S. WRIGHT ACTING CHIEF EXECUTIVE OFFICER	LTC MICHAEL W. MAXWELL
2	CENTRAL STATE UNIVERSITY	DR. LIONEL H. NEWSON PRESIDENT	LTC ALFRED KEYES
1	FLORIDA A&M UNIVERSITY	DR. TIMOTHY LANGSTON VICE PRESIDENT FOR STUDENT AFFAIRS	LTC RUSSELL PIERRE, JR.
1	FORT VALLEY STATE COLLEGE	DR. C. W. PETTIGREW PRESIDENT	LTC TYRONE P. FLETCHER
1	HAMPTON INSTITUTE	DR. WILLIAM R. HARVEY PRESIDENT	COL LARRY W. NEALE
1	HOWARD UNIVERSITY	MG(RET) FREDERICK E. DAVISON EXECUTIVE ASSISTANT TO THE PRESIDENT	LTC WELTON E. HAMILTON
3	JACKSON STATE UNIVERSITY	DR. JOHN A. PEOPLES PRESIDENT	COL JOHN W. SMITH
2	LINCOLN UNIVERSITY	DR. JOE L. SIMMONS DEAN OF GRADUATE SCHOOL	LTC WILLIAM M. JOHNSON

ATTENDEES
CONFERENCE OF PRESIDENTS/CHANCELLORS HISTORICALLY BLACK COLLEGES

<u>ROTC</u>	<u>SCHOOL/ORGANIZATION</u>	<u>ATTENDEE & POSITION</u>	<u>FMS ATTENDEE</u>
1	MORGAN STATE UNIVERSITY	DR. WRIGHT L. LASSITER VICE PRESIDENT, FINANCE AND MANAGEMENT	COL JOHN E. TOYE
1	NORFOLK STATE UNIVERSITY	DR. HARRISON B. WILSON PRESIDENT	COL GEORGE W. LANFORD
1	NORTH CAROLINA A&T STATE UNIVERSITY	DR. GLEN F. BANKIN VICE CHANCELLOR, ACADEMIC AFFAIRS	LTC JOHN D. JONES
3	PRAIRIE VIEW A&M UNIVERSITY	DR. ALVIN I. THOMAS PRESIDENT	COL ANDREW R. BLAND, JR.
1	SOUTH CAROLINA STATE COLLEGE	DR. M. MACEO HANCE, JR. PRESIDENT	MAJ JOSEPH B. HOLLAND
3	SOUTHERN UNIVERSITY AND A&M COLLEGE	DR. JESSE N. STONE PRESIDENT	LTC NORMAN NASH
1	SAINT AUGUSTINE'S COLLEGE	DR. FREZZELL R. ROBINSON PRESIDENT	COL WILLIAM H. MCGLOCKTON
3	TUSKEGEE INSTITUTE (HOST)	DR. LUTHER H. FOSTER PRESIDENT	MAJ DEREK GRIFFIN
3	UNIVERSITY OF ARKANSAS AT PINE BLUFF	DR. L. A. TORRENCE VICE CHANCELLOR FOR STUDENT AFFAIRS	LTC OSCAR S. MACK
1	VIRGINIA STATE COLLEGE	DR. CALVIN M. MILLER DEAN OF SOCIAL STUDIES	COL FRANK E. UNDERWOOD
1	WEST VIRGINIA STATE COLLEGE	DR. HAROLD M. MCNEILL PRESIDENT	LTC CHARLES T. LEDBETTER

ATTENDEES
CONFERENCE OF PRESIDENTS/CHANCELLORS HISTORICALLY BLACK COLLEGES

<u>ROTCR</u>	<u>SCHOOL/ORGANIZATION</u>	<u>ATTENDEE & POSITION</u>	<u>PMS ATTENDEE</u>
	VII CORPS	LTG JULIUS W. EATON, JR. COMMANDER	
	OFFICE, ASSISTANT SECRETARY OF THE ARMY	CLAYTON N. GOMPF DEPUTY FOR MILITARY PERSONNEL POLICY AND PROGRAMS	
		LTC FREDERICK LEIGH MILITARY AIDE	
	NATIONAL GUARD BUREAU	BG HERBERT R. TEMPLE DEPUTY DIRECTOR, ARMY NATIONAL GUARD	
	DA DCSPER	LTC JULIUS F. JOHNSON OFFICER DIV, PRECOMMISSIONING BRANCH	
	ARMY RESEARCH INSTITUTE	DR. ARTHUR C. F. GILBERT	
	HQ TRADOC	BG DANIEL W. FRENCH, DCSROTC LTC WILLIAM A. TINSLEY, ODCSROTC LTC NORMAN P. WILDERSON, ODCST MAJ JAMES H. WOOD, ODCSROTC MRS. CHRIS HOLLIDAY, ODCSROTC	
	FIRST ROTC REGION	BG F. CECIL ADAMS, JR., COMMANDER COL GEORGE E. PETERS, JR. LTC LAZELLE E. FREE 1LT BRUCE E. HIGHTOWER	
	SECOND ROTC REGION	COL ARCHIE F. BASSHAM, COMMANDER MAJ URIAH McGRADY	

ROTC

SCHOOL/ORGANIZATION

THIRD ROTC REGION

ALABAMA STATE ADJUTANT GENERAL

ARMY WAR COLLEGE

ATTENDEE & POSITION

MG RICHARD S. FYZE, COMMANDER

COL BENJAMIN L. ABRAMOWITZ

1LT DENNIS M. MURPHY

SGM J. S. WINTERS

MG HENRY H. COBB

COL DUDLEY L. TADEMY

STUDENT/OBSERVER

PHS ATTENDEE

FACT SHEET

DCSROTC/PST Div
MAJ J. H. WOOD
27 February 1980

PURPOSE

To provide a summary of the ROTC Program Improvement Plan for Historically Black Colleges

1. BACKGROUND

On 17 July 1979 six Presidents representing the 21 Historically Black Colleges met in Washington DC with the ASA (M&RA), Senior members of the Army Staff and the TRADOC DCSROTC. During this meeting considerable attention was paid to the quality of ROTC Cadets who were being graduated from those institutions. At that time Army Research Institute (ARI) was tasked to assess the quality of ROTC cadets/ graduates of HBC on a continuing basis. Simultaneously DCSROTC began an analysis of the ROTC programs at the HBC's. The ARI interim report published in October, together with Region plans to combat the identified and implied weaknesses of the ROTC program formed the basis for development of the ROTC Program Improvement Plan for Historically Black Colleges.

2. CONCEPT (Inclosure 1)

This plan will be presented to the HBC Presidents on 5 March 1980 at Tuskegee Institute. The major points of the Plan are as follows:

- o The problems identified by ARI are not unique to the HBC's but, the effects on their graduates appear more pronounced than on the ROTC graduates of Predominately white Institutions.

- o We (Institutions and ROTC) must accept that we share these common challenges and therefore must work toward joint solutions.

- o The emphasis should be on changing the program to ensure the maximum opportunity for our graduates to achieve success in the Officer Basic Course and early assignments as opposed to focusing directly on student weaknesses and problems.

- o The approach to change involves providing program modifications, assistance or support at four levels (Inclosures 2, 3, 4 and 5).

- PMS
- ROTC Region
- TRADOC DCSROTC
- Institutions

The initiatives listed at Inclosures 1 through 5 are not intended to be all inclusive, but rather a starting point to effect needed change in a significant manner. Additional long term initiatives must be identified and programmed into the budgetary cycle.

5 Incl
as

HAMNER

ROTC PROGRAM IMPROVEMENT PLAN
FOR
HISTORICALLY BLACK COLLEGES

FOCUS: CHANGES TO THE ROTC PROGRAM VS. STUDENT WEAKNESSES

THEME: SHARED CHALLENGES - JOINT SOLUTIONS

APPROACH: WHAT CAN BE DONE BY:

PMS

ROTC REGION

TRADOC DCSROTC

INSTITUTION

PMS INITIATIVES

- IMPROVE MILITARY SUBJECT SKILLS
 - * MORE "HANDS ON" TRAINING
 - * INCREASE USE OF T.E.C. MACHINES AND TRAINING AIDS
- IMPROVE SELF-CONFIDENCE
 - * CONTINUE MANDATORY SHIMMING TRAINING (WHERE POSSIBLE)
 - * METHODS OF INSTRUCTION COURSES USING VIDEO RECORDERS AND OTHER FEEDBACK METHODS
 - * ASSERTIVENESS/HUMAN RELATIONS TRAINING
 - * INCREASE EMPHASIS ON WRITTEN AND ORAL PRESENTATIONS
 - * CONDUCT FTX'S WITH NON-HBC SCHOOLS

PMS INITIATIVES CONTINUED

- INCREASE SOCIAL INTERACTION
 - * SOCIAL EXCHANGES WITH NON-HBC ROTC DETACHMENTS
 - * SPORTS/MILITARY SKILL COMPETITION WITH NON-HBC DETACHMENTS
 - * INCREASE FORMAL, SOCIAL ACTIVITIES
 - * ORGANIZE SPECIAL UNITS
- COORDINATE WITH THE INSTITUTION IN IDENTIFYING AND IMPROVING BASIC EDUCATIONAL SKILL LEVELS WHERE NEEDED

ROTC REGION INITIATIVES

- INCREASE CILT QUOTAS FOR HBC'S (SUMMER 80)
- INCREASE AIRBORNE/AIR ASSAULT QUOTAS FOR HBC'S (SUMMER 80)
- ENSURE EARLY CHAIN OF COMMAND OPPORTUNITIES IN SUMMER CAMPS FOR HBC CADETS (SUMMER 80)
- WORK TOWARD A MORE EVEN DISTRIBUTION OF MINORITY CADRE THROUGHOUT THE CADET COMPANIES (SUMMER 80)
- WORK WITH MILPERCEN TO INCREASE THE NUMBERS OF FEMALE OFFICERS ASSIGNED TO HBC DETACHMENTS (ASAP)
- SELECT HIGHEST QUALITY OFFICERS FOR HBC CADRE ASSIGNMENT (ASAP)
- CONTINUE TO PURSUE INFORMAL PARTNERSHIP RELATIONS BETWEEN HBC AND NON-HBC DETACHMENTS

DCSROTC INITIATIVES

- INCREASE ADVERTISING FOR HBC'S
 - * RECENT GRADUATE VIDEOTAPE (FALL 80)
 - * SPECIAL BROCHURE (FALL 80)
 - * HBC ADVERTISING AND ENROLLMENT PLAN (IN EFFECT NOW)
- RETURN OF RECENT GRADUATES FOR SEMINARS
- Q.E.P. (FALL 81)
- REVISE ROTC CORE CURF . ANTICIPATED SY 81 - 82)
- INCREASE CADET TROOP LEADER TRAINING SPACES (CTLT) (SUMMER 80)
- CAMP COMMANDERS CONFERENCE (MARCH 80)

INSTITUTIONAL INITIATIVES

- CONTINUE TO GIVE STRONG SUPPORT TO WELL QUALIFIED STUDENTS WITH POTENTIAL INTEREST IN SERVICE AS AN ARMY OFFICER
- ASSIST PMS IN IMPROVING BASIC EDUCATIONAL SKILL LEVELS
 - * REMEDIAL EDUCATION PROGRAMS
 - * USE OF LANGUAGE LAB/READING LAB FACILITIES
- ASSIST PMS BY PROVIDING EDUCATORS AS LECTURERS AND INSTRUCTORS IN TEACHING ASSERTIVENESS AND HUMAN RELATIONS TRAINING.
- ENCOURAGE SWIMMING TRAINING; WHERE POSSIBLE P.E. CREDIT

FACT SHEET

DCSROTC/PST Div
MAJ J.H. WOOD/3827
27 February 1980

PURPOSE

To provide background data and updated summary of the ROTC Expand The Base Program.

1. BACKGROUND

On 18 Oct 1979 the CSA approved a concept to expand the ROTC production base and agreed to provide the required resources to start the program. This concept was designed to reduce the vulnerability of ROTC production to the adverse projections of demographic trends in the 1980's and to increase officer shortfalls that now exist.

2. PROGRAM DESCRIPTION

The five phase plan (Chart 1) envisions opening a series of extension centers (satellite units with 3 officer instructors and one NCO) and elevating the most productive ones to Host Detachment status (5 Offs, 4 NCOs and 1 Civ) when they demonstrate their potential for increased production.

This program, plus other approved initiatives would increase ROTC production from the present level of 6300 officers annually to 10,500 by 1985 with most of the new officers going to the Selected Reserves of the USAR and ARNG.

One of the most important features of this program is the assignment of one USAR or ARNG officer to each of the 327 Host Detachments. These officers will be able to significantly assist the PMS in his mission of recruiting, training and commissioning officers for the Reserve Components. In addition, they will be able to coordinate training and support with local reserve units and to explain benefits and requirements for service in the Reserves.

Careful selection of new schools will be required to offset the following predictions for higher education in the 80's:

- o A 15% decline in the 17 - 23 year old college population.
- o A significant shift of high school students out of the East and Central States (Chart 2) (Army ROTC is most strongly concentrated in these regions).

o Shrinking resources for higher education based on rising costs, diminishing enrollments and inflation.

o Closing of 300 - 500 schools of the approximately 2000 accredited undergraduate institutions due to the combined effects of these predictions.

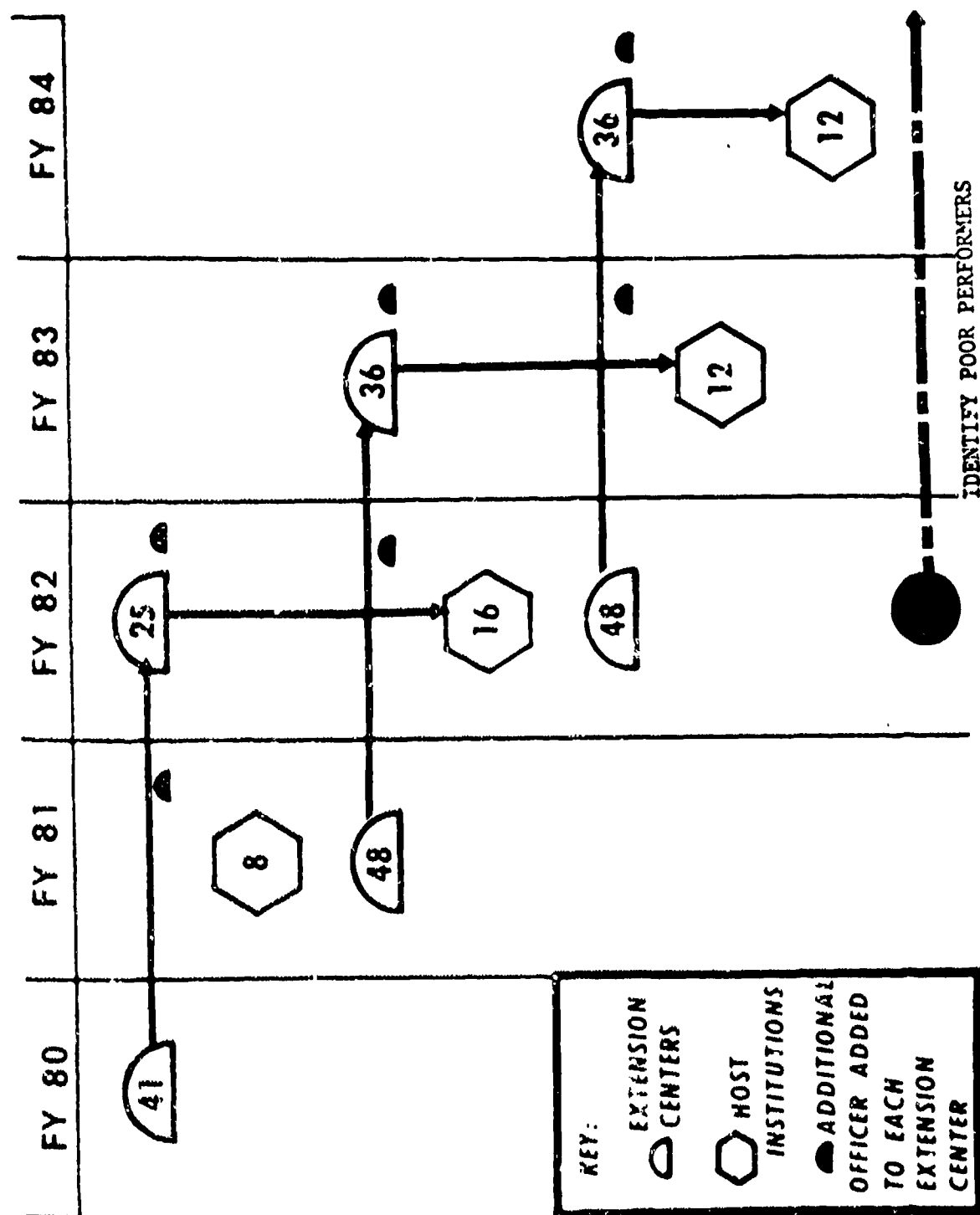
The first 41 schools have been selected and officers and non-commissioned officers are now on these campuses organizing their programs and recruiting prior to the student's summer vacations.

This significant expansion of the Army Senior ROTC program will allow for the necessary increased ROTC production in spite of the shrinking and shifting manpower pool of the 80's.

2 Incl
as

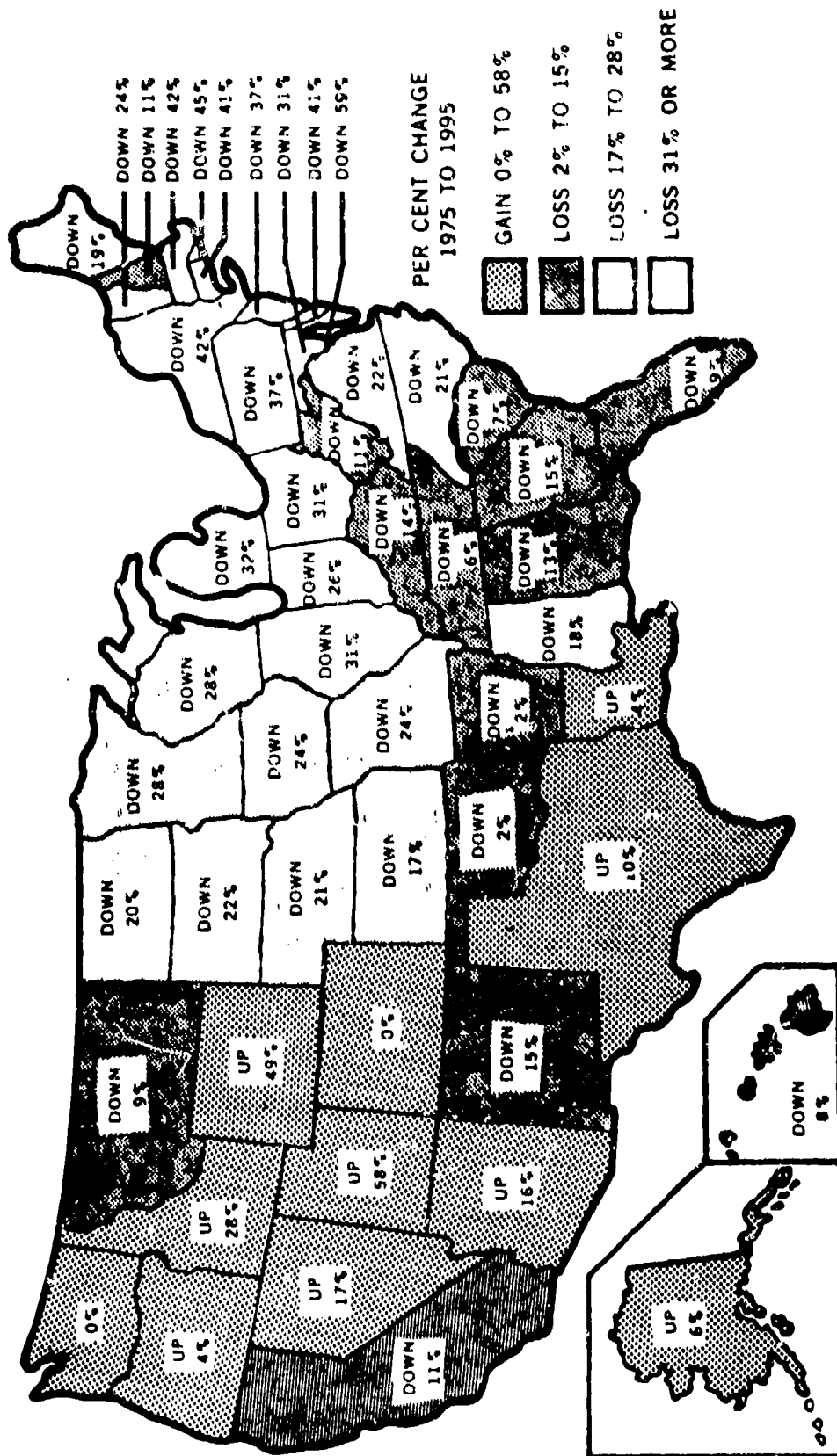
HAMNER

EXPAND THE BASE INITIATIVES



CHANGING NUMBERS IN HIGH-SCHOOL GRADUATING CLASSES

PROJECTIONS SHOW DECLINE IN ALL BUT 10 STATES BETWEEN 1979 AND 1995



The Chronicle of Higher Education January 7, 1980

Chronicle Map by Peter H. Stafford



FACT SHEET

ATRO-OP-CM
DCSROTC
Mrs. Holliday/3071

PURPOSE

To provide information pertaining to the 4-year Army ROTC Scholarship Quality Enrichment Program (QEP) for the Annual Historically Black Institutions Conference.

1. The QEP which was approved in August 1979 is designed to provide increased support to historically black institutions hosting Army ROTC by increasing the number of 4-year scholarship recipients who choose to attend the institutions.
2. Details on the QEP have been published in the annual ROTC scholarship administrative instructions (extract at inclosure 1) and the school year 1981-82 scholarship application packet (page 4 of packet is at inclosure 2).
3. Recruitment of QEP applicants will not be restricted to the historically black institutions. The QEP is open to all high school students who are otherwise qualified regardless of where recruited and race/ethnic origin. QEP applicants will compete in both the national and QEP scholarship competitions; however, if offered the QEP and the QEP is accepted, the student must enroll at the historically black college from which recruited. If not recruited from a black institution, the student must attend the historically black institutions listed on his/her application.
4. In March 1980, PMS will receive a listing of black high school students who took the Preliminary Scholastic Aptitude Test (PSAT). These students achieved a PSAT score equivalent to 850 or more on the Scholastic Aptitude Test (SAT). A similar listing has been requested from the American College Testing Program and additional SAT/PSAT listings will be furnished periodically. PMS of non-historically black institutions will receive names and addresses of students residing in their area of recruiting responsibility while PMS of the 21 historically black institutions will receive the national listing.
5. Ninety-three scholarships will be allocated for the school year 1981-82 QEP. The first QEP scholarships will be awarded in October 1980 and the remaining SY 81-82 awards will be made in March 1981.

2 Incl
as

Boling
BOLING

Section II. QUALITY ENRICHMENT PROGRAM (QEP)

F-5. General. This section provides commands and PMS supplemental guidance for implementing the QEP. In addition to the 4-year scholarship nationwide competition prescribed in Section I, every effort will be made to insure full compliance with this program.

F-5. Responsibilities.

a. Commanders are responsible for regional publicity and providing assistance to PMS as appropriate.

b. PMS are responsible for —

(1) Coordination with university/college officials.

(2) Personally contacting (or a designated representative from his staff) regionally located individuals whose names and addresses were released from the college board testing agencies.

(3) Forwarding completed applications to HQ TRADOC.

F-6. Conduct of QEP. Historically black colleges serve as the major source for minority Army officers who are commissioned each year. The Army has a strong interest in obtaining as many highly qualified minority officers as possible. One means to increase the number of highly qualified minority officers produced by these schools is by increasing the overall quality of the ROTC Advanced Course at these schools. This program is designed to attain that objective by increasing the number of 4-year ROTC Scholarship recipients who choose to attend these institutions. The number is

Section I. SCREENING AND EVALUATION GUIDE

F-4. General. The evaluation of applicants for 4-year ROTC scholarships is standardized, using the scoring system provided below. Beginning with this selection cycle, the physical aptitude exam (PAE) will be administered to all applicants at the time of interview. Details will be furnished separately.

a. Relative weights and percentages.

(1) An 800 WPS point system is used in the selection of candidates for 4-year Army ROTC scholarships.

(2) The following weight values are used:

	<u>Points</u>	<u>Percentages</u>
SAT/ACT Scores	200	25
High School Standing	200	25
Extracurricular and Athletic Activities	240	30
Interview	80	10
Physical Aptitude Exam	80	10
TOTAL	800	100

*(3) The two reference questionnaires submitted by applicants who are interviewed are not scored objectively, but are used by the board as additional material for evaluating the applicant.

b. SAT/ACT scores (maximum points, 200 or 25 percent). The scores earned in the SAT or ACT are used to determine the points awarded. When more than one set of scores is available, the highest single composite score is used. Scores for the verbal and mathematic portions of the SAT are added to arrive at a composite score. If the ACT is used, the composite score indicated on the ACT Student Profile Report is used.

c. High School standing (maximum points, 200 or 25 percent). A class standing based on six semesters (grades 9-11) or four semesters (grades 10 and 11) are used for scholarship processing. If the applicant's high school does not rank students but provides a quartile, percentile, or similar grouping, this headquarters determines the minimum and maximum class standing of that group and gives the applicant the median class standing. If the applicant's high school does not rank students and will not provide a grouping, a mean class standing is used.

d. Extracurricular and athletic activities records (maximum points, 240 or 30 percent).

(1) DD Form 1893 - Part IV (Athletic and Extracurricular Activities), is completed by each applicant and is used as a basis for determining the number of points to be awarded in this area. The maximum 240 points, or 30 percent, is divided as follows: extracurricular activities - 72 points (9 percent); athletic activities -

determined annually based on the number of officers commissioned the previous year from historically black colleges. The percentage is then applied to the 4-year scholarships to be offered that next selection cycle. The number of scholarships authorized for the SY 81-82 QEP is 87. (NOTE: Number was based on FY 79 since FY 80 data will not be available until December 1980.)

a. Individuals considered for this program must agree to enroll at one of the historically black colleges.

b. Since allocation for this program is based on officer production, the QEP will be reviewed annually to insure growth in production is accompanied by some incremental increase in the number of students from historically black institutions who enter ROTC Advanced Course with SAT of 850 or the equivalent.

c. Upon receipt of names and addresses of high school students from the college board testing agencies, the PMS or his representative will personally call upon the students and/or the parents in their regional area to acquaint them with the Army ROTC 4-year scholarship program, provide the forms necessary for application if not previously furnished, and assist the students in completing an application.

d. Applications from students who have agreed to attend a historically black institution if selected for a scholarship will be so identified by placing "QEP" in red below the form number on page 1 of DD 1893 (4-year scholarship application form). Upon receipt of these applications, HQ TRADOC will process for competition in the QEP and nationwide competition.

e. Applications from students who were contacted through QEP, but expressed a desire to attend other than a traditionally black institution will compete in the nationwide competition and QEP. These students, if not selected for nationwide competition may be offered a scholarship, if otherwise qualified, under the QEP.

f. Sponsoring PMS of QEP applicants who are selected for scholarships will be immediately notified of the students selection. This will permit personal notification to the student and institutional officials then assume the responsibility to complete admission arrangements with the student.

g. Students awarded a scholarship under QEP selection who subsequently either notify this headquarters that they do not intend to enroll or who fail to enroll at a historically black institution will have the scholarship withdrawn and selection status in national competition would prevail.

h. Any unused QEP scholarships will revert to nationwide competition.

This year for the first time Army ROTC is offering a limited number of scholarships to young men and women who desire to attend one of the Army ROTC host institutions listed below:

Alabama A&M Univ
Normal, Alabama

Tuskegee Institute
Tuskegee, Alabama

Univ of Arkansas at Pine Bluff
Pine Bluff, Arkansas

Howard University
Washington, D.C.

Florida A&M University
Tallahassee, Florida

Fort Valley State College
Fort Valley, Georgia

Southern Univ and A&M College
Baton Rouge, Louisiana

Morgan State University
Baltimore, Maryland

Alcorn State University
Lorman, Mississippi

Jackson State University
Jackson, Mississippi

North Carolina A&T State Univ
Greensboro, North Carolina

St. Augustine's College
Raleigh, North Carolina

Central State University
Wilberforce, Ohio

South Carolina State College
Orangeburg, South Carolina

Bishop College
Bishop, Texas

Prairie View A&M College
Prairie View, Texas

Hampton Institute
Hampton, Virginia

Norfolk State University
Norfolk, Virginia

Virginia State University
Petersburg, Virginia

West Virginia State College
Institute, West Virginia

Lincoln University
Jefferson City, Missouri

The QEP was established in compliance with the President of the United States memorandum of January 1979 tasking Executive Departments and Agencies to increase access of historically black institutions to all Federal agencies. The QEP is designed to attain that objective by increasing the number of 4-year ROTC scholarship recipients who choose to attend one of the historically black institutions hosting Army ROTC. If you desire to compete for a QEP scholarship, please print "QEP" in RED below the form number on page 1 of the 4-year Scholarship Application Form (DD Form 1893). This headquarters will then duplicate your file and your application will be placed in competition for both the national 4-year scholarship program and the QEP. You will be advised of your status in both competitions. If you are offered a QEP scholarship and accept the award, you must attend one of the schools listed above. If you notify this headquarters that you desire to attend other than one of the Army ROTC host schools listed above, your selection status in the national competition will prevail. If you are selected for a national 4-year scholarship, you may, of course, attend any of the ROTC host institutions listed in appendix B. The QEP is open to all eligible students regardless of sex, race, color, or national origin.

Inc 2

FACT SHEET

ATRO-OF-CM
DCSROTC
Mrs. Holliday/3071

PURPOSE

To provide information on the revised selection criteria for selection of 4-year ROTC scholarship recipients for the Annual Historically Black College Conference.

FACTS

1. Department of the Army approved revision of the 4-year ROTC scholarship whole person score (WPS) concurrent with the implementation of the Quality Enrichment Program in School Year 81-82. A comparison of the current WPS with the approved revised WPS is at inclosure 1. The revised WPS introduces the Physical Aptitude Test (PAE) in the selection process and provides a corresponding decrease in the value of SAT/ACT and high school standing. The PAE is identical to that used by the United States Military Academy. Incorporation of the PAE as a selection variable permits the Army to evaluate the student's potential to succeed in the physical aspects of the ROTC program and subsequent active duty.
2. The PAE is being tested in the school year 1980-81 regular 2-year scholarship cycle currently in progress. The revised WPS has been published in the administrative instructions for the school year 1981-82 4-year scholarship early selection cycle (extract at inclosure 2).

2 Incl
as

Boling
BOLING

Comparison of Whole Person Score for
4-Year ROTC Scholarship Program

	<u>CURRENT</u>	<u>*REVISED</u>
SAT/ACT	30%	25%
High School Standing	30%	25%
Activities	30%	30%
Interview	10%	10%
Physical Aptitude Exam	—	10%

*Effective with SY 81-82 selection cycle--application period begins
1 April 1980.

Section I. SCREENING AND EVALUATION GUIDE

F-4. General. The evaluation of applicants for 4-year ROTC scholarships is standardized, using the scoring system provided below. Beginning with this selection cycle, the physical aptitude exam (PAE) will be administered to all applicants at the time of interview. Details will be furnished separately.

a. Relative weights and percentages.

(1) An 800 WPS point system is used in the selection of candidates for 4-year Army ROTC scholarships.

(2) The following weight values are used:

	<u>Points</u>	<u>Percentages</u>
SAT/ACT Scores	200	25
High School Standing	200	25
Extracurricular and Athletic Activities	240	30
Interview	80	10
Physical Aptitude Exam	80	10
TOTAL	800	100

*(3) The two reference questionnaires submitted by applicants who are interviewed are not scored objectively, but are used by the board as additional material for evaluating the applicant.

b. SAT/ACT scores (maximum points, 200 or 25 percent). The scores earned in the SAT or ACT are used to determine the points awarded. When more than one set of scores is available, the highest single composite score is used. Scores for the verbal and mathematical portions of the SAT are added to arrive at a composite score. If the ACT is used, the composite score indicated on the ACT Student Profile Report is used.

c. High School standing (maximum points, 200 or 25 percent). A class standing based on six semesters (grades 9-11) or four semesters (grades 10 and 11) are used for scholarship processing. If the applicant's high school does not rank students but provides a quartile, percentile, or similar grouping, this headquarters determines the minimum and maximum class standing of that group and gives the applicant the median class standing. If the applicant's high school does not rank students and will not provide a grouping, a mean class standing is used.

d. Extracurricular and athletic activities records (maximum points, 240 or 30 percent).

(1) DD Form 1893 - Part IV (Athletic and Extracurricular Activities), is completed by each applicant and is used as a basis for determining the number of points to be awarded in this area. The maximum 240 points, or 30 percent, is divided as follows: extracurricular activities - 72 points (9 percent); athletic activities -

Inc 2

12 points (9 percent); and leadership positions - 96 points (12 percent). In scoring each type activity, points achieved for different activities are not cumulative. Only the top single score is used in each area.

(2) Points in this category are awarded to applicants who worked after school and were limited in the participation of extracurricular and athletic activities. A point system is used for equating a student's afterschool work with extracurricular and athletic activities and leadership positions held when afterschool work limited his/her participation in such activities.

c. Interview board scores (maximum points, 80 or 10 percent). In accordance with section III of this appendix, competitive applicants are interviewed to determine their qualifications for an ROTC scholarship. Detailed instructions for interviews will be furnished to PMS, ROTC regions, overseas commands, and embassies prior by 15 August 1980.

f. Physical Aptitude Exam scores (maximum points, 80 or 10 percent). Detailed instructions for administering the PAE will be furnished prior to 15 August 1980.

FACT SHEET

OLCSROTC/AM Div
LTC Tinsley/3077
28 February 1980

PURPOSE.

To provide information on Army ROTC enrollment and media support for Historically Black Colleges and Universities (HBC).

FACTS.

1. On 1 August 1979 an Advertising and Enrollment Plan was approved and ordered into effect by the DCSROTC.
2. Actions taken by Army ROTC to support this enrollment support plan were:
 - a. Aggressive recruiting, on and off campus.
 - b. Radio and TV scripts to be used by the 21 HBC presidents and/or other centers of influence.
 - c. Editorial placements in black newspapers in major cities.
 - d. A publicity kit tailored to the 21 HBC.
 - e. A 60-second TV newsfilm on ROTC at Tuskegee Institute.
 - f. A feature story entitled, "Army ROTC Enrollment Up at Black Colleges", provided daily and weekly newspapers.
 - g. An active exhibit schedule at major conventions: NAACP, Urban League, National Association for Higher Education, etc.
 - h. Obtained the names of highly successful graduates of the HBC for interviews, articles and stories.
 - i. Provided each PMS with film "You and Army ROTC" highlighting successful black graduates of Army ROTC programs.
 - j. Regional placement of Sourcebook insert in a major sports program.
3. Army ROTC will continue to refine its efforts in each of the above listed areas.

Marr
MARR

FACT SHEET

ODCSROTC/AM Div
LTC Tinsley/3077
27 February 1980

PURPOSE.

To provide status of Historically Black College (HBC) Advertising and Enrollment Plan.

FACTS.

1. HBC FUNDING: Total, \$377,000.

2. HBC OBJECTIVES:

a. Increase minority participation in ROTC at the 21 historically black colleges.

b. Increase the level of awareness of ROTC among black high school juniors, seniors and college freshmen and sophomores.

c. Improve the image of Army ROTC in the black community.

d. Generate increased numbers of quality black prospect leads.

3. BACKGROUND:

a. On 17 January 1979, President Carter sent a memorandum to the heads of Federal agencies asking that they identify areas in which greater HBC participation could be achieved.

b. On 22 and 23 May 1979, ASA(M&RA), the DCSPER, other key ROTC managers and six HBC presidents met at the Pentagon to discuss areas of possible assistance. The DCSROTC agreed to develop an advertising plan to make ROTC more responsive to the needs of the black colleges and black communities.

c. The plan was approved by the DCSPER on 17 July 1979 and funded at a level of \$377,000. On 1 August 1979, the DCSROTC ordered the plan executed.

4. STATUS OF PROJECTS:

a. Completed:

- (1) Regional paid radio spots.
- (2) Public service radio spots for HBC presidents.
- (3) Public service TV spots for HBC presidents.
- (4) Reproductions of paid radio spots for on-campus use.
- (5) College newspaper ads.
- (6) Regional black newspaper ads.
- (7) Sourcebook with HBC insert.
- (8) Publicity kit.
- (9) TV news film (Tuskegee).
- (10) Public relations/media contacts (national).

b. Incomplete projects -- status and synopsis:

- (1) Minority Poster -- A poster with reply card depicting a successful HBC graduate and a motivational message. Completion date: July 1980.
- (2) Outlook Radio Spots -- 90-second radio spots featuring prominent personalities and ROTC message. Completion date: August 1980.
- (3) Minority Brochure -- A minority RPI featuring highly successful blacks in the Army, civilian industry and government. Completion date: August 1980.
- (4) Direct Mail -- A mailing to black prospects and influencers highlighting Army ROTC. Completion date: July 1980.

Marr
MARR

FACT SHEET

27 February 1980

PURPOSE

To provide information concerning the manpower assigned to Historically Black Colleges/Universities (HBC/U).

FACTS

1. Each year HQ TRADOC conducts a desk audit based on input from individual detachments that measures and quantifies workload requirements for officers, enlisted and civilians needed to accomplish the SROTC unit program mission. The results of the FY 81 desk audit for the 21 HBC/U's is as follows:

<u>School</u>	<u>Off</u>	<u>Enl</u>	<u>Civ</u>	<u>Tot</u>
1. Howard Univ	5	3	1	9
2. Florida A&M Univ	5	3	1	9
3. Ft Valley St Col	8	6	1	15
4. Morgan St Univ	5	3	2	10
5. N.C. A&T St Univ	6	5	1	12
6. St. Augustine's Univ	5	5	-	10
7. S.C. St Col	12	9	2	23
8. Hampton Institute	5	2	2	9
9. VA State Univ	6	5	2	13
10. Norfolk St Univ	7	4	3	14
11. W.VA. St Col	5	2	2	9
12. Lincoln Univ	5	4	1	10
13. Central St Univ	5	3	2	10
14. Alabama A&M Univ	8	6	1	15
15. Tuskegee Institute	6	5	1	12
16. Univ of Ark-Pine Bluff	9	5	2	16

ATRO-RM

<u>School</u>	<u>Off</u>	<u>Enl</u>	<u>Civ</u>	<u>Tot</u>
17. Southern Univ A&M Col	7	4	1	12
18. Alcorn St Univ	8	6	1	15
19. Jackson St Univ	8	8	1	17
20. Bishop Col	7	5	1	13
21. Prairie View A&M Col	14	9	3	26

2. The SROTC program is currently staffed at 96.6% of recognized requirements for officers. Enlisted and civilians are both staffed at 100% of recognized requirements. The SROTC program enjoys the highest priority of support within the Training and Doctrine Command (TRADOC) for available manpower resources.

3. To further aid in minority precommissioning training, TRADOC is programing for one additional officer (over and above the level authorized by the current staffing guide) for ROTC detachments hosted by the 21 historically black colleges for FY 82. These additional authorizations will improve training and enhance cadet skills favorably impacting on the career potential of these cadets. Recently HQDA informed TRADOC they will provide 6 of the 21 officers on a test basis for school years 80-83. The additional fifteen officer spaces will receive high priority in HQDA's prioritization of program and budget development for FY 82.

4. As far as policy regarding the assignment of officers to the ROTC program, HQDA Deputy Chief of Staff for Personnel (DCSPER) has directed HQDA Military Personnel Center (MILPERCEN) to concentrate on the manner of performance of those officers assigned to ROTC duty. To further insure that ROTC is getting only the best, each officer selected for ROTC duty must now receive approval by the division chief at MILPERCEN who is a full colonel.

FACT SHEET

27 February 1980

PURPOSE

To provide information concerning enrollment and officer production at Historically Black Colleges/Universities.

FACTS

1. The opening enrollment for SY 79-80 and FY 79 officer production for the 21 Historically Black Colleges/Universities is as follows:

<u>School</u>	<u>MS I</u>	<u>II</u>	<u>III</u>	<u>IV</u>	<u>Tot</u>	<u>Officer Production FY 79</u>
1. Howard Univ	64 (30)	27 (10)	31 (9)	24 (2)	146 (51)	30 (7)
2. Florida A&M Univ	45 (18)	8 (-)	48 (10)	50 (11)	151 (39)	30 (5)
3. Fort Valley St Col	223 (125)	44 (16)	24 (6)	30 (5)	321 (152)	24 (3)
4. Morgan St Univ	72 (34)	35 (14)	13 (5)	23 (6)	143 (59)	16 (3)
5. N.C. A&T St Univ	115 (31)	51 (11)	63 (12)	60 (11)	289 (65)	42 (5)
6. St. Augustine's U	120 (52)	57 (30)	36 (16)	38 (19)	251 (117)	27 (8)
7. S.C. St Col	462 (225)	165 (59)	88 (27)	84 (14)	799 (325)	41 (3)
8. Hampton Institute	127 (53)	32 (9)	43 (12)	33 (7)	235 (81)	28 (4)
9. VA. St Univ	182 (68)	126 (41)	107 (28)	55 (11)	470 (148)	49 (8)
10. Norfolk St Univ	269 (136)	106 (41)	48 (20)	60 (19)	483 (216)	19 (2)
11. W.VA. St Col	37 (11)	15 (5)	17 (5)	24 (4)	93 (25)	19 (4)
12. Lincoln Univ	208 (31)	30 (4)	22 (7)	21 (4)	281 (46)	13 (-)
13. Central St Univ	131 (44)	33 (11)	23 (12)	15 (3)	202 (70)	18 (3)
14. Alabama A&M Univ	268 (25)	31 (4)	53 (9)	62 (14)	414 (52)	41 (8)
15. Tuskegee Inst	127 (68)	68 (28)	35 (11)	32 (10)	262 (117)	21 (9)
16. Univ of Ark-Pine Bluff	321 (49)	70 (13)	31 (5)	24 (5)	446 (72)	19 (1)
17. Southern Univ A&M Col	107 (61)	36 (18)	16 (2)	44 (15)	203 (96)	13 (1)

ATRO-RM

<u>School</u>	<u>MS I</u>	<u>II</u>	<u>III</u>	<u>IV</u>	<u>Tot</u>	<u>Officer Production FY 79</u>
18. Alcorn St Univ	234 (138)	116 (88)	22 (6)	40 (9)	412 (241)	23 (5)
19. Jackson St Univ	175 (123)	86 (50)	62 (23)	57 (21)	380 (217)	35 (13)
20. Bishop College	16 (5)	10 (4)	21 (9)	36 (14)	83 (32)	14 (4)
21. Pairie View A&M Univ	508 (24)	262 (6)	44 (5)	58 (7)	872 (42)	29 (3)

NOTE: Female figures are in parenthesis and are included in the total figure. Data was extracted from the ROTC Management Information System as of 19 Jan 80.

2. Enrollment from the 21 HBC/U for SY 79-80 comprise approximately 11% of total enrollment, and approximately 52% of total black minority enrollment.

3. Officer production from the 21 HBC/U for FY 79 was approximately 9% of total officer production and approximately 54% of total black minority officer production.

FACT SHEET

ODCSROTC/OP/TNG DIV
LTC FRAZIER/3074
26 Feb 80

PURPOSE.

To provide data on CTLT quota allocations in reference to quotas received by Historically Black Colleges.

FACTS.

1. Per FONECON 25 February 1980 with LTC Tate, 1ROTCR, all HBC's have received their proportionate share of CTLT quotas during past allocations, and the allocations were based on MS III enrollment.
2. Their methodology to allocate quotas is as follows:
 - a. First ROTC Region. ROTC detachment request CTLT quotas from the ROTCR which is normally 25% to 40% of their MS III enrollment. First ROTC Region then allocates CTLT quotas based on the proportion of MS III enrollment.
 - b. Second ROTC Region and Third ROTC Region. Both regions allocate to the detachments the number of CTLT quotas based on the detachments' MS III enrollments.
3. Correspondence from 1ROTCR, 2ROTCR and 3ROTCR as to procedures to allocate quotas (ABN, A/A, CTLT, etc.) is at inclosures 1-3 respectively.



FRAZIER

3 Incl
as

ATRO-OP-SR

SUBJECT: ROTC Voluntary Practical Field Training Programs - First
ROTC Region

1. Airborne. Quotas received by the First ROTC Region are allocated through the Area Commanders based upon each school's proportionate share of the MS III opening enrollment. This has been in effect during FY 79 and FY 80.

2. Air assault training. Quotas initially were not funded in FY 79. Unfunded quotas were distributed on a first come, first serve basis. When quotas became funded (a total of 121), no requests had been received from the HBC. For FY 80, distribution of air assault quotas are being made in the same manner as airborne training quotas, outlined above.

3. CTLT (Cadet Troop Leadership Training). In FY 80, distribution is the same as for airborne. In FY 79, however, CTLT with the National Guard was done on a first come, first served basis.

4. Northern Warfare Training. First ROTC Region had no quotas in FY 79.

5. FY 79 voluntary practical field training allocations for the HBCs within First ROTC Region were as follow:

	<u>Airborne</u>	<u>Funded Air Assault</u>	<u>CTLT Active Duty</u>	<u>CTLT NG</u>
Region (Total)	450	121	546	119
FLA A&M	7	0	7	3
Fort Valley	3	0	5	1
Hampton Institute	4	0	5	1
Howard	2	0	5	0
Morgan State	4	0	5	0
Norfolk State	4	0	5	0
North Carolina A&T	6	0	9	3
St. Augustines	6	0	7	2
South Carolina State	9	0	11	5
Virginia State	4	0	7	0
West Virginia State	2	0	3	1

221



DEPARTMENT OF THE ARMY
HEADQUARTERS US ARMY SECOND ROTC REGION
FORT KNOX, KENTUCKY 40121

ATOR-SR

13 FEB 1980

SUBJECT: ROTC Voluntary Practical Field Training Programs

Brigadier General Daniel W. French
Deputy Chief of Staff for ROTC
US Army Training and Doctrine Command
Fort Monroe, VA 23651

1. Reference message, ATRO-OP-SR, HQ TRADOC, 052002Z Feb 80, subject as above.
2. The information requested in referenced message is forwarded herewith.
3. The methodology used to distribute quotas to institutions varies with the program. Specific methodologies are detailed in the following subparagraphs.
 - a. Airborne. Quotas are allocated based on MS III enrollment. Each institution's percentage of total Region MS III enrollment was used to determine that institution's percentage of training quotas.
 - b. Air Assault. Each institution is allocated one quota, leaving a small balance of quotas. These are then allocated to the top schools in terms of MS III enrollment. In short, the top 10-15 schools receive two quotas while all others receive one.
 - c. Cadet Troop Leader Training. Quotas are based on MS III enrollment. Quotas for CTLT with Reserve Components were distributed based on requests. All cadets who requested this program received a quota.
 - d. Northern Warfare Training. Highly qualified cadets were nominated by PMS. A board convened at Region headquarters selected the most qualified cadets for attendance.

2

13 FEB 1980

ATOBSR

SUBJECT: ROTC Voluntary Practical Field Training Programs

4. The total numbers of quotas received in FY 79 are as follows:

Airborne	334	Funded
	<u>15</u>	Unfunded
	349	
Air Assault	100	Funded
	<u>60</u>	Unfunded
	160	Total
CTLT	280	Active Duty
	<u>69</u>	Reserve Components
	349	Total
NWTC	16	

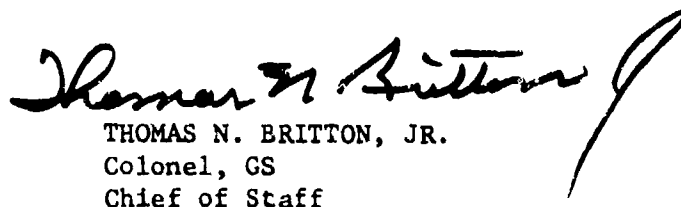
5. The quotas allocated to Historically Black Colleges in FY 79 are as follows:

Central State University	Airborne	4
	Air Assault	0*
	CTLT	4 Active Duty
		0 Reserve Components
	NWTC	0**
Lincoln University	Airborne	4
	Air Assault	0*
	CTLT	5 Active Duty
		1 Reserve Components
	NWTC	0**

*Initially no quotas were requested by either school. When Central State requested quotas later in the year, there were none available.

**Neither school submitted a nomination.

FOR THE COMMANDER:


THOMAS N. BRITTON, JR.
Colonel, GS
Chief of Staff

A	I	A	I	A	I	A	I	A	I
ATCS	---	ATPL	---	ATMD	---	NAR	---	CTD	---
ATUOC	---	ATDP	---	ATCH	---	INS	---	PHQ	---
ATCH	---	ATCE	---	ATOPA	---	NSW	---	TCC	---
ATCU	---	ATEN	---	ATWE	---	TCF	---	ACC	---
ATING	---	ATIG	---	ATUP	---	FMF	---	NSY	---
ATRM	---	ATRO	---	ATFE	---	NMF	---	MRE	---
		CON	---	SAC	---	SSD	---	READ FILE	---

RTTUZYUW RUWTAHA1041 0432014-0000--RUCLAIA.

ZNR 00000

R 122013Z FEB 80

FM CDR 3ROTGRGN FT RILEY KS //ATOC-SR//

TO RUCLAIA/CDR DCSROTC FT MONROE VA //AIRO-OP-SR//

BT

UNCLAS

SUBJ: ROTC VOLUNTRAY PRACTICAL FIELD TRAINING PROGRAMS

A. YOUR 052002Z FEB 80

1. METHODOLOGY USED TO DISTRIBUTE FY 79 AIRBORNE, AIR ASSAULT AND CADET TROOP LEADER TRAINING (CLT) QUOTAS ALLOCATED BY TRADOC FOLLOWS:

A. CLT AND AIRBORNE QUOTAS FOR FY 79 WERE PROPORTIONATELY ALLOCATED TO EACH DETACHMENT BASED UPON THE NUMBER OF CONTRACTED MS III CADETS AS OF THE OPENING TRADOC FORM 479 ENROLLMENT REPORT.

B. AIR ASSAULT QUOTAS FOR FY 79 WERE INITIALLY UNFUNDED AND ACQUIRED FOR DETACHMENTS WITH CADETS WILLING TO ATTEND AIR ASSAULT SCHOOL ON AN UNFUNDED BASIS. BY THE TIME THAT TRADOC FUNDING WAS AUTHORIZED IN MAY 1979 FOR ALL QUOTAS ACQUIRED BY REGIONS, 3ROTG

ROUTINE

Incl 3

ROUTINE

QUOTAS HAD BEEN COMMITTED TO INDIVIDUAL CADETS AT DETACHMENT LEVEL. AIR ASSAULT QUOTAS FOR 3KOTCR WERE NOT PROPORTIONATELY DISTRIBUTED SINCE THESE QUOTAS WERE ALREADY COMMITTED TO SPECIFIC

PAGE 2 RUWTAHA1041 UNCLAS

CADETS. COLLECTIVELY, HOWEVER, HBC'S RECEIVED A SLIGHTLY GREATER NUMBER OF FUNDED QUOTAS THAN DID THE AVERAGE DETACHMENT.

C. THIS REGION WAS NOT ALLOCATED NWTC QUOTAS DURING FY 79.

2. THE TOTAL NUMBER OF SPECIALIZED TRAINING QUOTAS FOR FY 79 ALLOCATED TO 3KOTCR BY TRADOC FOLLOWS:

A. AIRBORNE	313 FUNDED
B. AIR ASSAULT	256 FUNDED
C. CTLT	420 FUNDED (369 QUOTAS USED)
D. NWTC	0

3. TOTAL NUMBER OF FY 79 QUOTAS ALLOCATED TO THIS REGION'S EIGHT HISTORICALLY BLACK COLLEGES (HBC) FOR EACH OF THE TRAINING PROGRAMS LISTED IN THE PRECEDING PARA FOLLOWS:

A. AIRBORNE	52
B. AIR ASSAULT	36
C. CTLT	57
D. NWTC	NA

4. ALL FY 80 AIRBORNE, AIR ASSAULT, AND NWTC QUOTAS FOR SPECIALIZED TRAINING HAVE BEEN ALLOCATED BASED UPON CONTRACTED

ROUTINE

MS III STRENGTH AS OF 1 DEC 79; CILT QUOTAS WERE ALLOCATED BASED
ON THE 1 FEB 80 CONTRACTED MS III ENROLLMENT. AIR ASSAULT AND

PAGE 3 RUWTAHA1041 UNCLAS

NWTC QUOTAS HAVE BEEN ALLOCATED JOINTLY AS A RESULT OF THEIR
RELATIVELY SMALL NUMBER. EACH MINORITY DETACHMENT (HBC AND
SPANISH AMERICAN) HAS BEEN ALLOCATED A GREATER NUMBER OF CILT,
AIRBORNE, AND AIR ASSAULT/NWTC QUOTAS THAN THEIR RESPECTIVE
CONTRACTED MS III STRENGTHS WOULD OTHERWISE SUPPORT. JAW
3ROTCH'S HBC QUALITATIVE IMPROVEMENT PLAN.

BT

#1041

NNNN

ROUTINE

FACT SHEET

ODCSROTC/OP/TNG DIV
CPT GLASSNER/3074
28 Feb 80

PURPOSE.

To respond to two of Howard University's suggested topics for discussion, which specifically are:

- a. Provide a comparison of officer standings in the Basic Course to the standings of those officers from the HBCs.
- b. Provide a rank order of officers from HBCs compared to those of other colleges specifically during the first year of service and in the grades of Captain and Major.

FACTS.

1. Information is not currently available to provide the above data as requested by Howard University.
2. Initiatives will be developed in order to collect this data. Once compiled, it will be provided to field for information and action as appropriate.

Boling
BOLING

FACT SHEET

ODCSROTC/OP/TNG DIV
CPT GLASSNER/3074
28 Feb 80

PURPOSE.

To provide conference attendees a copy of HQ DA correspondence relating to 1980 temporary summer employment for faculty members of Historically Black educational institutions.

FACT.

Provided for information at inclosure 1 is correspondence from HQ DA outlining the establishment of temporary summer employment opportunities for faculty members of Historically Black educational institutions. Headquarters, TRADOC has responsibility for establishing this program and providing central referral service for interested faculty members.

1 Incl
as

Boling
BOLING



DEPARTMENT OF THE ARMY
OFFICE OF THE DEPUTY CHIEF OF STAFF FOR PERSONNEL
WASHINGTON, D.C. 20310

DAPE-CP

15 FEB 1980

SUBJECT: Cooperation with Historically Black Colleges

SEE DISTRIBUTION

1. Reference letter, HQDA, DAPE-CPT, 16 Nov 79, subject as above.
2. A special DA-wide effort will be made to provide temporary summer employment opportunities in 1980 for faculty members of historically black educational institutions. On a trial basis, Headquarters, US Army Training and Doctrine Command has been assigned to establish and carry out a central referral service of such candidates for all DA activities and installations.
3. The inclosed letter to Presidents of historically black educational institutions together with a Notice for Faculty Members provides information concerning this effort. Although referrals are primarily for temporary appointments, this does not preclude an installation or activity from making other types of appointments of referred candidates where appropriate authority or Office of Personnel Management certification will permit. The referrals from HQ TRADOC are courtesy referrals and selection of the applicants is not mandatory. The recruiting installation or activity is responsible for assuring that referral and selection procedures meet the requirements of FPM Chapter 333, "Recruitment and Selection for Temporary and Term Appointments Outside the Register," as appropriate. All applicants will be notified by HQ TRADOC when referred; the selecting installation/activity is responsible for advising nonselected candidates in a manner intended to maintain good relations with the NBC.
4. Installations and activities are urged to determine needs for temporary employment of faculty members and to submit requests to HQ TRADOC, ATTN: ATPL-CP-EM, Fort Monroe, VA 23651, as soon as possible. Requests will be made by letter indicating: the position title, series and grade; whether lower grade eligibles may be considered if fully

DAPE-CP

SUBJECT: Cooperation with Historically Black Colleges

qualified applicants are not available; and any specific qualifications beyond minimum Qualifications Handbook X-118 standards essential to performance. A copy of the position description should be inclosed. Referrals by HQ TRADOC from applications on hand will begin on or about 15 Mar 80. It is intended that the referral and selection processes be accomplished in time to make firm employment commitments in April and early May. HQ TRADOC will contact addressees in late May to seek assistance in placing applicants not yet committed to employment. Funding for temporary appointees is the responsibility of the participating MACOM.

5. Civilian Personnel Officers or their designees will provide application forms and assist faculty members in applying. Installations and activities also may work with Civilian Personnel Officers at other DA installations/activities where needed in contacts with the applicants.

6. Full cooperation and support is needed for success in this effort. The benefits to the Army and the HBC are obvious and worthwhile, including establishing relationships that will aid in cooperative education, contract training, and other Army programs in which HBC are encouraged to participate. An evaluation of this effort will be made in October 1980 to determine plans for future years in this regard.

7. A copy of this letter is provided to overseas commands for information purposes only.

FOR THE DEPUTY CHIEF OF STAFF FOR PERSONNEL:

1 Incl
as


ANDREW F. FOREMAN
Acting Director of Civilian Personnel

DAPE-CP

SUBJECT: Cooperation with Historically Black Colleges

DISTRIBUTION:

OFFICE, SECRETARY OF THE ARMY

JDPES-W

HQDA (DAEN-PEZ-A)

NGB-TN

COMMANDER IN CHIEF

US ARMY EUROPE AND SEVENTH ARMY

COMMANDERS

US ARMY MATERIEL DEVELOPMENT AND READINESS COMMAND

US ARMY INTELLIGENCE AND SECURITY COMMAND

US ARMY COMMUNICATIONS COMMAND

MILITARY TRAFFIC MANAGEMENT COMMAND

US ARMY MILITARY DISTRICT OF WASHINGTON

US ARMY HEALTH SERVICES COMMAND

US ARMY FORCES COMMAND

US ARMY TRAINING AND DOCTRINE COMMAND

US ARMY, JAPAN

EIGHTH US ARMY

US ARMY WESTERN COMMAND

US ARMY RECRUITING COMMAND

US ARMY FINANCE AND ACCOUNTING CENTER

US ARMY RESERVE COMPONENTS PERSONNEL AND ADMINISTRATION CENTER

SUPERINTENDENT, US MILITARY ACADEMY

COPIES FURNISHED:

SAMR

SFGR

SFEO

HQDA (DAAG-ZA)

HQDA (DAAG-TCZ-B)

HQDA (DACA-ZXA)

HQDA (DAJA-LC)

HQDA (DAPE-CPR)

HQDA (DASG-PTL-C)

THE AUDITOR GENERAL

COMMANDERS

US ARMY CRIMINAL INVESTIGATION COMMAND

US ARMY TROOP SUPPORT AGENCY

CHIEF, US ARMY CIVILIAN PERSONNEL CENTER

ADMINISTRATOR, US ARMY CIVILIAN APPELLATE REVIEW AGENCY



DEPARTMENT OF THE ARMY
OFFICE OF THE DEPUTY CHIEF OF STAFF FOR PERSONNEL
WASHINGTON, D.C. 20310

DAPE-CPS

15 FEB 1980

On September 28, 1979, Mr. Robert L. Nelson, Assistant Secretary of the Army (Manpower and Reserve Affairs), wrote to you to provide information about Army programs in which historically black educational institutions are encouraged to participate. At this time, I would like to call your attention to a special effort to provide temporary summer employment opportunities to the faculty members.

The Army has a wide variety of activities that can utilize the skills and knowledge of faculty members while providing them valuable experience. As one example, the Army has over twenty schools teaching a wide variety of subjects in which your faculty members in the field of education could assist in the development of curriculum, training materials, teaching methods and aids, and evaluation of training. As another example, the Army has many activities that perform operations research systems analysis utilizing personnel in the fields of mathematics and certain sciences. Of course, the Army has extensive research and development activities with some of the best laboratories and test facilities in this country. In the fields of business and management, the Army is deeply involved in personnel administration, financial management, communications, supply management, transportation, and health services. Needless to say, the Army is big in engineering, having the responsibility for Federal Civil Works as well as Army military engineering functions.

We have initiated a survey to determine the specific needs of our activities for summer employment of college faculty members. We

DAPE-CPS

expect to finish this survey by mid-March so that referral of candidates can be accomplished in time for selections in April or early May. Most assignments would begin shortly after the school year ends and continue until shortly before the fall semester or quarter begins.

We need your assistance in making this special effort known to your faculty members. Inclosed are copies of an information sheet for your use in that regard.

We sincerely hope and desire that this special effort will prove of assistance to you and your institution. The Civilian Personnel Officer at any Army installation may serve as your point of contact on this and other programs and will provide assistance to you and your faculty members upon request.

Sincerely,



ANDREW F. FOREMAN

Acting Director of Civilian Personnel

NOTICE TO THE FACULTY
SUMMER EMPLOYMENT OPPORTUNITIES
DEPARTMENT OF THE ARMY

The Department of the Army is making a special effort to provide consideration for temporary employment opportunities this summer for faculty members of historically black educational institutions. The intent of this effort is not only for the Army to obtain the needed knowledge and abilities of the faculty members, but, on the other hand, to provide types of work experiences and adequate pay to assist the faculty members in maintaining high qualifications and economic growth. Thus, if successful, this effort should prove mutually beneficial to the Army and the educational institutions.

The Army has a wide variety of activities that can utilize the skills and knowledge of faculty members and provide to them valuable experience. As one example, the Army has over twenty schools teaching a wide variety of subjects in which faculty members in the field of education could assist in the development of curriculum, training materials, teaching methods and aids, and evaluation of training. As another example, the Army has many activities that perform operations research systems analysis utilizing personnel in the fields of mathematics and certain sciences. Of course, the Army has extensive research and development activities with some of the best laboratories and test facilities in this country. In the fields of business and management, the Army is deeply involved in personnel administration, financial management, communications, supply management, transportation, and health services. Needless to say, the Army is big in engineering, having the responsibility for Federal Civil Works as well as Army military engineering functions.

A survey is currently underway in the Army to identify the types and numbers of positions that will be available. It is expected that a wide variety of positions will be identified ranging from grade GS-7 at a pay rate of \$13,014 per annum to GS-13 at \$27,453 per annum. The majority of the positions will be at the GS-9, 11 and 12 grade levels with pay rates of \$15,920, \$19,263 and \$23,087 per annum respectively. A few positions at higher grades and rates of pay may be available in rare scientific fields and professional medical specialties. The specific grade and pay that may be offered will depend upon the grade of the available positions and the qualifications of the applicant.

Generally, appointments will begin shortly after the end of the school year in May or early June and end in late August or early September.

To apply, you will need to complete an Application for Federal Employment, Standard Form 171. These forms are available from any Federal Employment Information Office in major cities, or from the Civilian Personnel Office of any Federal activity. These forms and assistance are also available from the Civilian Personnel Officer at any Army installation.

The Headquarters, US Army Training and Doctrine Command (TRADOC) will operate a central referral service to assist faculty members in obtaining suitable placement. All Army activities may request referral of such candidates from HQ TRADOC and referrals from applications on hand will begin on or about March 15, 1980. To utilize this service, send your application to:

HQ TRADOC
ATTN: ATPL-CP-EM
Fort Monroe, VA 23651

If you prefer, you may apply directly to the Civilian Personnel Officer at any specific Army installations in which interested. It is planned to complete the referral and selection processes in time for firm employment commitments to be made in April and early May 1980. You are urged to apply as soon as possible, but not later than 1 April 1980.

FACT SHEET

ATRO-OP-CM
DCSROTC
Mrs. Holliday/3071

PURPOSE

To provide information pertaining to HEW definition of resources as it pertains to ROTC and ROTC scholarships

FACTS

1. HEW considers ROTC subsistence allowance and ROTC scholarship benefits as resources and any financial assistance provided to an ROTC cadet or scholarship cadet by HEW is reduced by the amount of his/her ROTC benefits.
2. This interpretation has an impact on efforts to recruit and retain quality students. This is especially evident in some of the historically black host institutions where a large portion of students are receiving HEW assistance.
3. HQ TRADOC has surfaced this issue to HQ Department of the Army and specific instances which resulted in a prospective cadet's decision not to enter ROTC or a cadet's withdrawal from ROTC were cited. To date, no solution has been made.

Boling
BOLING

ARI STUDY

OBJECTIVES

1. TO DETERMINE IF THERE IS A SET OF REASONS, SUBJECT TO REMEDIATION, FOR THE LOW SELECTION RATE OF ROTC GRADUATES OF HISTORICALLY BLACK COLLEGES.
2. TO PROVIDE ADDITIONAL INFORMATION ON THE SUBJECT OF IMPROVING THE SUCCESS-RATE OF OFFICERS FROM HISTORICALLY BLACK COLLEGES.

CHART 1

Incl 2

FOUR SEPARATE APPROACHES

1. EXAMINATION OF THE RECORDS OF OFFICERS SELECTED AND NON-SELECTED FOR PROMOTION TO CAPTAIN, RA, TO DETERMINE ANY SPECIAL REASONS FOR PROMOTION BOARD ACTION IN NON-SELECTION OF OFFICERS WHO GRADUATED FROM HISTORICALLY BLACK COLLEGES.
2. INTERVIEWS WITH BLACK ROTC CADETS AND WITH BLACK ROTC FACULTY MEMBERS.
3. EVALUATION OF ROTC ADVANCED CAMP PERFORMANCE.
4. EVALUATION OF OFFICER BASIC COURSE (OBC) PERFORMANCE.

SAMPLES

- SELECTION FOLDER DATA:
193 OFFICERS CONSIDERED FOR PROMOTION TO CAPTAIN,
REGULAR ARMY
- INTERVIEWS WITH BLACK CADETS AND BLACK ROTC FACULTY
MEMBERS:
36 CADETS
18 ROTC FACULTY MEMBERS
- ROTC ADVANCED SUMMER CAMP PERFORMANCE:
7,173 CADETS IN 1979
5,259 CADETS IN 1978
- OFFICER BASIC COURSE (OBC) PERFORMANCE
1,561 OFFICERS WHO ATTENDED OBC IN 1979
1,243 OFFICERS WHO ATTENDED OBC IN 1978

FINDINGS
SELECTION FOLDERS

- ALL OFFICERS NOT SELECTED FOR PROMOTION, WHEN COMPARED WITH ALL OFFICERS SELECTED, WERE MORE FREQUENTLY CONSIDERED AS NEEDING IMPROVEMENT OR BEING DEFICIENT OR RECEIVED LESS THAN FAVORABLE WRITTEN COMMENTS ON 11 OR ATTRIBUTE AREAS.
- OFFICERS FROM HISTORICALLY BLACK COLLEGES WHO WERE NOT SELECTED FOR PROMOTION WHEN COMPARED WITH OFFICERS FROM HISTORICALLY BLACK COLLEGES WHO WERE SELECTED, WERE MORE FREQUENTLY CONSIDERED AS NEEDING IMPROVEMENT, AS BEING DEFICIENT, OR RECEIVED LESS THAN FAVORABLE WRITTEN COMMENTS ON THE SAME PROFESSIONAL ATTRIBUTE AREAS WITH THE EXCEPTION OF PHYSICAL FITNESS.

CRITICAL OER ATTRIBUTE AREAS
FOR SELECTION TO
CAPTAIN RA

- TECHNICAL COMPETENCE
- SEEKING RESPONSIBILITY
- ACCEPTING FULL ACCOUNTABILITY FOR ACTIONS AND ACTIONS
OF SUBORDINATES
- RELIABILITY OF JUDGEMENT
- MAINTAINING EFFECTIVE TWO-WAY COMMUNICATION
- CONCERN FOR BEST INTERESTS OF SUBORDINATES
- SUBORDINATING PERSONAL INTERESTS AND WELFARE TO THOSE
OF THE ORGANIZATION AND STAFF
- PERSONNEL CONDUCT SETTING THE PROPER EXAMPLE FOR SUBORDINATES
- BEING INNOVATIVE IN APPROACH TO DUTIES AND RESPONSIBILITIES
- DEMONSTRATING A BREADTH OF PERSPECTIVE AND DEPTH OF UNDER-
STANDING BEYOND LIMIT OF SPECIFIC RESPONSIBILITIES
- PHYSICAL FITNESS

SUMMARY OF SELF REPORTS
OBTAINED FROM GROUP INTERVIEWS

SELF REPORTS OBTAINED FROM GROUP INTERVIEWS INDICATED THAT
CADETS FROM HISTORICALLY BLACK COLLEGES FEEL THAT THEY:

- DO NOT PROJECT AN IMAGE OF SELF-CONFIDENCE
- HAVE DIFFICULTY IN THEIR INTERACTION WITH WHITE CADETS
- EXPERIENCE A CERTAIN AMOUNT OF "CULTURE SHOCK" IN A
PREDOMINANTLY WHITE ENVIRONMENT
- ARE DISCRIMINATED AGAINST IN CADET PEER RATINGS
- ARE NOT AS WELL PREPARED IN MILITARY SKILLS AS
THEIR WHITE COUNTERPARTS
- ARE NOT GIVEN AN OPPORTUNITY FOR CADET LEADERSHIP
POSITIONS EARLY ENOUGH IN ADVANCED CAMP
- ARE NOT APPRECIATED FOR THEIR ABILITY TO THE SAME
EXTENT AS THAT OF WHITE CADETS
- ARE INSECURE IN THEIR ABILITY TO EXPRESS THEIR IDEAS

FINDINGS

ROTC SUMMER CAMP PERFORMANCE

ROTC CADETS FROM HISTORICALLY BLACK COLLEGES:

- HAD A HIGHER AVERAGE PERFORMANCE IN PHYSICAL FITNESS THAN DID CADETS FROM WHITE COLLEGES.
- PERFORMED LOWER THAN CADETS FROM WHITE COLLEGES IN ALL OTHER AREAS.
- RECEIVED POOREST PERFORMANCE SCORES IN MILITARY SKILLS.
- FURTHER DISCUSSION: CADETS FROM HISTORICALLY BLACK COLLEGES SHOWED A SLIGHT TREND TOWARD IMPROVEMENT IN 1979 SUMMER CAMP PERFORMANCE OVER THAT FOR 1978. NO CHANGE WAS NOTED IN THE PERFORMANCE OF COUNTERPART CADETS FROM WHITE COLLEGES.

PERFORMANCE OF STUDENTS FROM HISTORICALLY BLACK COLLEGES
AND CADETS FROM WHITE COLLEGES IN THE 1978 ROTC SUMMER CAMP
(ROTC CLASS OF 1979)

MEASURE	MEAN	
	BLACK COLLEGES	WHITE COLLEGES
JOB PERFORMANCE		
WEIGHTED	<u>94.14</u>	<u>100.75</u>
SUPERVISORY OFFICER ADVISOR TRAINER	93.50	100.79
PLATOON OFFICER ADVISOR TRAINER	93.96	100.72
PLATOON NCO ADVISOR TRAINER	94.65	100.65
PHYSICAL FITNESS	<u>106.26</u>	<u>99.30</u>
ORIENTEERING		
WEIGHTED	<u>93.65</u>	<u>100.99</u>
FREE STYLE ORIENTEERING I	92.77	100.78
FREE STYLE ORIENTEERING II	93.90	100.71
MILITARY SKILLS	<u>86.56</u>	<u>101.42</u>
PEER RATINGS		
WEIGHTED	<u>94.80</u>	<u>100.83</u>
COMBAT COMMANDER/LEADER	95.56	100.48
TECHNICAL STAFF MANAGER	93.53	100.69

ALL DIFFERENCES BETWEEN COLUMNS STATISTICALLY SIGNIFICANT

PERFORMANCE OF STUDENTS FROM HISTORICALLY BLACK COLLEGES
AND CADETS FROM WHITE COLLEGES IN THE 1979 ROTC SUMMER
(ROTC CLASS OF 1980)

MEASURE	MEAN	
	BLACK COLLEGES	WHITE COLLEGES
JOB PERFORMANCE		
WEIGHTED	<u>95.13</u>	<u>100.68</u>
SUPERVISORY OFFICER ADVISOR TRAINER	92.89	100.83
PLATOON OFFICER ADVISOR TRAINER	95.03	100.65
PLATOON NCO ADVISOR TRAINER	95.65	100.57
PHYSICAL FITNESS	<u>104.31</u>	<u>99.49</u>
ORIENTEERING		
WEIGHTED	<u>94.37</u>	<u>100.96</u>
FREE STYLE ORIENTEERING I	94.51	100.68
FREE STYLE ORIENTEERING II	93.73	100.75
MILITARY SKILLS	<u>87.74</u>	<u>101.37</u>
PEER RATINGS		
WEIGHTED	<u>95.59</u>	<u>100.78</u>
PEER RATING II	95.34	100.53
PEER RATING I	95.34	100.54

ALL DIFFERENCES BETWEEN COLUMNS STATISTICALLY SIGNIFICANT

FINDINGS
OFFICER BASIC COURSE PERFORMANCE
(1977 AND 1978 SAMPLES)

GRADUATES OF HISTORICALLY BLACK ROTC HOST INSTITUTIONS:

- RECEIVED LOWER FINAL COURSE GRADES THAN GRADUATES OF WHITE ROTC HOST INSTITUTIONS IN BOTH SAMPLES
- RECEIVED HIGHER FINAL COURSE GRADES IN 1978 OBC THAN 1977 OBC.

NO CHANGE IN OBC FINAL COURSE GRADES FOR GRADUATES OF WHITE INSTITUTIONS.

COMPARISON OF ROTC GRADUATES OF HISTORICALLY BLACK COLLEGES
AND OF GRADUATES OF WHITE COLLEGES
ON OFFICER BASIC COURSE (OBC) PERFORMANCE

	AVERAGE PERFORMANCE	
	1977	1978
	SAMPLE	SAMPLE
GRADUATES OF BLACK INSTITUTIONS	75.89	85.05
GRADUATES OF WHITE INSTITUTIONS	102.21	101.60

SUMMARY OF FINDINGS

- NO SINGLE ONE OR SMALL SET OF OER ATTRIBUTE AREAS ACCOUNTS FOR LOW SELECTEE RATE OF OFFICERS FROM HISTORICALLY BLACK COLLEGES.
- CADETS FROM HISTORICALLY BLACK COLLEGES REPORT FEELING LESS PREPARED AND LESS APPRECIATED.
- CADETS FROM HISTORICALLY BLACK COLLEGES GENERALLY PERFORM LOWER THAN THEIR COUNTERPARTS IN ROTC SUMMER CAMP.
- THE LARGEST GAP BETWEEN CADETS FROM HISTORICALLY BLACK COLLEGES AND CADETS FROM WHITE COLLEGES WAS IN MILITARY SKILLS IN ROTC SUMMER CAMP, AND THIS WAS THE AREA OF POOREST PERFORMANCE FOR CADETS FROM HISTORICALLY BLACK COLLEGES.
- GRADUATES FROM HISTORICALLY BLACK COLLEGES PERFORMED LOWER THAN THEIR COUNTERPARTS IN OBC.
- GRADUATES OF HISTORICALLY BLACK COLLEGES IN 1978 OBC PERFORMED BETTER THAN IN 1977 OBC.

IMPLICATIONS

- RECOGNIZE THAT BY CONVENTIONAL MEASURES (E.G., SAT), CADETS AT HISTORICALLY BLACK COLLEGES ARE OF LOWER ACADEMIC ABILITY THAN CADETS AT WHITE COLLEGES.
- IDENTIFY AND REMEDIATE ACADEMIC DEFICIENCIES.
- PROVIDE MATERIALS, EQUIPMENT AND PROGRAM OF INSTRUCTION (POI), TO ENHANCE TRAINING IN MILITARY SKILLS AND MONITOR PROGRESS OF MILITARY SKILLS.
- DEAL WITH CADET PERCEPTION OF LOWER SOCIAL COMPETENCE.
 - PROVIDE PARTICIPATION IN SELECTED ROTC ACTIVITIES WITH CADETS FROM WHITE ROTC UNITS LOCATED IN THE SAME GEOGRAPHICAL AREA
 - PARTICIPATION IN CADET TROOP LEADERSHIP TRAINING (CTLT) SHOULD BE INCREASED FOR CADETS FROM THESE SCHOOLS.
 - USE HUMAN RELATIONS TRAINING OR ASSERTIVENESS TRAINING TO HELP TRANSITION TO A PREDOMINANTLY WHITE ENVIRONMENT.
 - ENRICH ROTC CURRICULUM WITH INSTRUCTION IN WRITTEN AND ORAL PRESENTATIONS.
 - INCREASE LEADERSHIP LABORATORY TRAINING.

ANNEX F
TRIP REPORT - 28 MARCH 1980
WASHINGTON, D.C.

The attached inclosures are provided as a summary of information gathered during a fact finding conference conducted on 28 March 1980.

Lieutenant Colonels Ellis, Hall, and Saulnier represented the study group at the informal conference held in Washington, D.C. (See Annex A--Chronology).

- Incl 1 - Scarborough Research Proposal
- Incl 2 - Promotion Board Talking Paper
- Incl 3 - BG French Briefing to Mr. Leberge
- Incl 4 - Methodology for Remediation of HBC graduates low success rates
- Incl 5 - ROTC Quality Enrichment Program
- Incl 6 - Additional Staffing for HBC's
- Incl 7 - LOI CPT, RA, APL Selection Board
- Incl 8 - Ltr, BG French to LTG Yerks--"Quality of ROTC Graduates, HBC's
- Incl 9 - Fact Sheet - ROTC Affirmative Action Plan
- Incl 10- Ltr to Gen Starry concerning ROTC in HBC's
- Incl 11- Informal Study of Quality at HBC's by Col Kelly, ADCSROTC

Title: Research to Determine Role of Predominately Black Colleges or Universities in the Production of Officers for the Military

- A. **Problem:** Officers coming out of ROTC programs in the predominately black, rural, small colleges and universities (the Historically Black Colleges) frequently fail to progress beyond the Captain level. What can be done to improve their performance and retain these personnel?
- B. **Technical Objective:** Determine the current situation in the colleges and the attitudes of the students towards the Army as a career, in an effort to determine what constructive changes can be implemented, perhaps with the assistance of the Army.
- C. **Approach:** Both interviews and surveys with individual ROTC students, university staff and management will be conducted, including ROTC military advisors.
- D. **Expected Results:** Recommendations for changes to improve the quality of ROTC graduates from the schools--some of which the schools could implement on their own and some of which might require assistance from the Service.
- E. **Cost:** \$90,000.
- F. **Impact of Termination:** A continuation of the current situation. There is potential embarrassment to the Army if this effort is terminated. Terminating a contract within a month of its award raises questions about the Army's process to program research efforts.
- G. **Status:** DSS-W notified contractor (Dr. E. Scarborough) of intent to award on 11 Jan 80 and indicated he could begin to incur costs on this one year 6.1 (basic research) effort.

Incl 1

TALKING PAPER

1. Purpose: Provide SA information on the analysis of recent LTC and Major (AUS) promotion boards and the implications of the results.

2. Background:

a. Initial inquiry prompted by MG Dillard's observations on the 1979 AUS LTC promotion results and the implications for ROTC.

b. Letter from LTC(P) Wallace Arnold to ASA(M&RA) addressed board results, General Dillard's observations, and recommended a systematic analysis.

3. Facts:

a. MG Dillard felt that blacks were not selected to LTC at a higher rate because:

- (1) Effects of institutional discrimination have not been eliminated.
- (2) Records were too poor to compensate.
- (3) ROTC at historically black colleges did not produce competitive officers because of:

(a) Program deficiencies

(b) Integration at white universities siphoned off black talent.

(4) Changes must occur since historically black colleges are our major source of black officers.

b. Initiatives to enhance historically black colleges and their ROTC programs are in being. In fact they now produce less than 50% of our black officers and will in the future produce about 30-40%. Attention must continue on black officer production from all sources.

c. The 1979 AUS LTC board results considered alone (~~Incl 1~~) and the AUS LTC board results from 1977-79 considered together (~~Incl 2~~) show:

- (1) A difference in selection rates between black and white officers in total.
- (2) Black vs white selection rates are comparable when separated into the RA and OTRA (other than RA) categories.
- (3) Major difference exists in the RA and OTRA selection rates.
- (4) The numbers of black RA's and white RA's in the zone of consideration are not proportionate.

d. Analysis of AUS Major's board results from 1977-79 (~~Incl 3~~) shows:

- (1) No significant difference in selection rates overall.
- (2) Unlike the pattern seen in selection of RA Majors to AUS LTC, there were significant differences in selection rates to AUS Major, first time considered, black and white RA captains

Incl 2

4. Conclusions:

- a. Since selection rates to LTC were comparable by category (RA and OTRA), source of commission probably was not a factor for the subject year groups. (Integration factors were probably not operative in colleges in the 1957-~~9~~ era.)
- b. There is an institutional bias that favors RA officers over OTRA officers; black RA content may not be adequate at various grades.
- c. Potential for corrective action exists in degrees for the short, middle and long-range--but to determine where and how, key points in the whole system must be examined and action must be focused in areas where policy impacts will be effective.

PROMOTION TO AUS LTC

SELECTION RATES FROM FY 79 BOARD (Z)

Total 52.0

Black (B) 40.8
White & Other Minorities (W&O) 52.5

FIRST TIME CONSIDERED

PA	B	85.7
	W&O	81.4
OTRA	B	28.0
	W&O	35.1

PREVIOUSLY CONSIDERED

RA	B	6.8
	W&O	9.0
OTRA	B	9.1
	W&O	14.1

PROMOTION TO AUS LTC

SELECTION RATES FROM 1977, 78, 79 BOARDS (Z)

	<u>1977</u>	<u>1978</u>	<u>1979</u>	<u>AVG</u>	STATISTICALLY SIGNIFICANT?
Total	45.4	48.0	52.0	48.5	-
Black (B)	34.9	49.3	40.8	41.1	No
White & Other Minorities (W&O)	46.1	47.9	52.5	49.0	

		<u>FIRST TIME CONSIDERED</u>					
		<u>1977</u>	<u>1978</u>	<u>1979</u>	<u>AVG</u>	<u>"IG?"</u>	
RA B		76.3	89.1	85.7	84.1	No	
W&O		81.1	85.6	81.4	82.4		
OTRA B		36.7	46.5	28.0	38.5	No	
W&O		28.0	29.4	35.1	31.1		

		<u>PREVIOUSLY CONSIDERED</u>					
		<u>1977</u>	<u>1978</u>	<u>1979</u>	<u>AVG</u>	<u>SIG?</u>	
RA B		20.6	6.5	6.8	12.9	No	
W&O		13.4	12.5	9.0	11.7		
OTRA B		8.8	34.6	9.1	16.1	No	
W&O		14.4	14.8	14.1	14.4		

FIRST TIME CONSIDERED

	<u>1977</u>	<u>1978</u>	<u>1979</u>	<u>AVG</u>	<u>IG?</u>
RA B	76.3	89.1	85.7	84.1	No
W&O	81.1	85.6	81.4	82.4	
OTRA B	36.7	46.5	28.0	38.5	No
W&O	28.0	29.4	35.1	31.1	

PROMOTION TO AUS MAJ

SELECTION RATES FROM 1977, 78, 79 BOARDS (%)

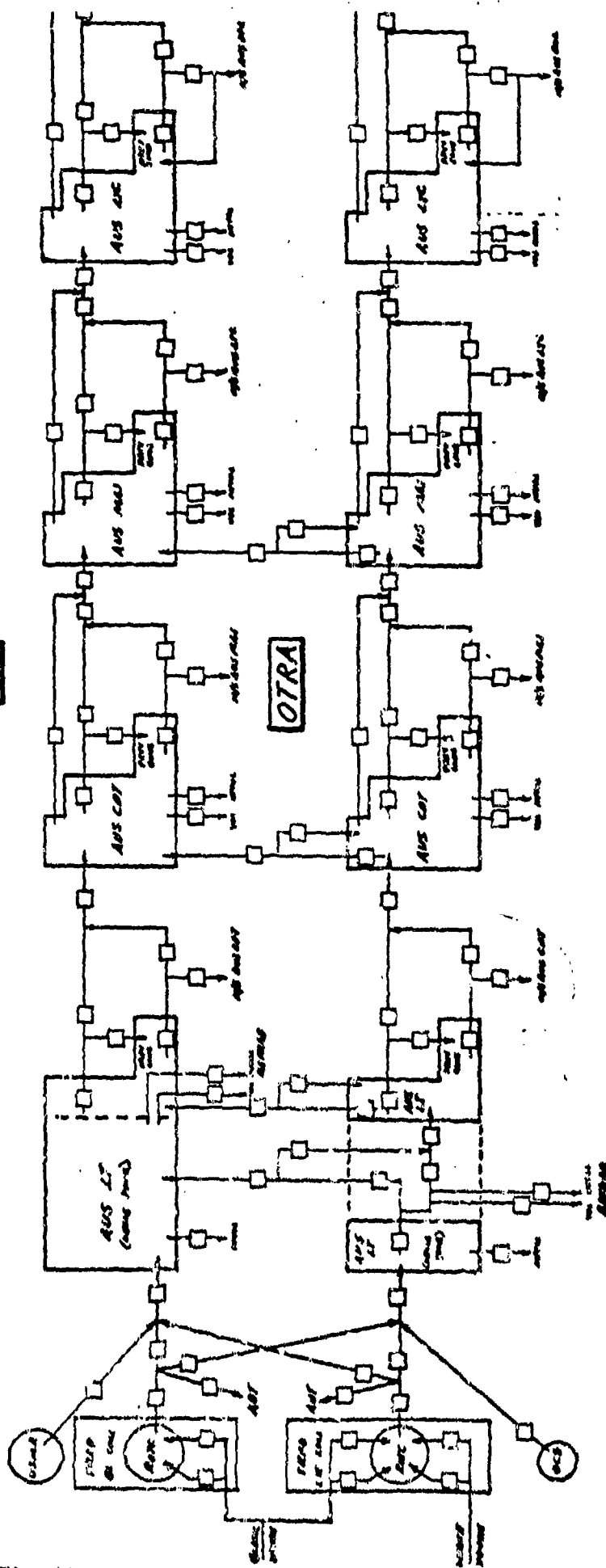
	<u>1977</u>	<u>1978</u>	<u>1979</u>	<u>AVG</u>	STATISTICALLY SIGNIFICANT?
Total	58.4	60.8	60.2	59.0	--
Black (B)	42.0	58.7	56.8	52.7	No
White & Other Minorities (W&O)	59.2	60.7	60.4	59.3	

FIRST TIME CONSIDERED				PREVIOUSLY CONSIDERED			
<u>1977</u>	<u>1978</u>	<u>1979</u>	<u>AVG</u>	<u>1977</u>	<u>1978</u>	<u>1979</u>	<u>SIG?</u>
RA B	82.4	79.7	78.7	78.7	15.0	23.5	20.0
W&O	90.4	84.9	86.3	86.9	13.9	8.9	18.4
							17.6
							13.7
OTRA B	39.1	60.8	67.9	55.2	24.2	33.0	15.2
W&O	67.7	66.4	64.1	66.0	27.0	22.4	24.6
							24.9
							No
							No

ACCESSION, DEVELOPMENT AND PROMOTION OF ACTIVE DUTY OFFICERS

RA

OTRA



BRIEFING

BY

BG DANIEL W. FRENCH
DCSROTC, HQ TRADOC

TO

MR. LESERGE, ASA
12 MARCH 1979

Incl 3

ARMY ROTC's INVESTMENT IN TRADITIONALLY BLACK

COLLEGES-

--THEY HAVE HISTORICALLY BEEN THE PRINCIPAL SOURCE
OF BLACK COMMISSIONED OFFICERS. THEIR DEMISE/
ASSIMILATION WOULD HAVE A NEGATIVE IMPACT ON
BLACK OFFICER PRODUCTION.

PREDOMINATELY BLACK COLLEGES:

--NATIONALLY THERE ARE 101 PREDOMINATELY BLACK COLLEGES.

--NINETEEN ARE HOST INSTITUTIONS FOR SENIOR ROTC PROGRAMS.

--THIRTY-SEVEN ARE CROSS-ENROLLED COLLEGES OR EXTENSION CENTERS.

--TWO OF FOUR ADDITIONAL TRADITIONALLY BUT NOT NOW PREDOMINATELY BLACK COLLEGES ARE ROTC HOST INSTITUTIONS.

.I. WHAT WE ARE DOING NOW.

II. WHAT CAN WE REASONABLY DO.

II. THE RESEARCH WE ARE DOING.

I. WHAT WE ARE DOING--

A. ANNUAL BLACK COLLEGE CONFERENCE

B. MINORITY ADVERTISING

C. ENROLLMENT TRENDS

D. OFFICER PRODUCTION TRENDS

E. SCHOLARSHIPS

F. REWARDING MINORITY ENROLLMENT BY INCREASE
IN SCHOLARSHIPS

A. BLACK COLLEGE CONFERENCE--

-FIRST CONFERENCE FOR PRESIDENTS/CHANCELLORS OF
TRAD BLACK COLLEGES WAS SEP 1977 AT S.C. STATE COL.

-PURPOSE WAS TO PROVIDE A FORUM ON PROBLEMS UNIQUE
TO PREDOMINATELY BLACK COLLEGES.

-THIRD CONFERENCE SCHEDULED 28-29 MARCH 1979 AT
BISHOP COL, DALLAS, TEXAS.

B. MINORITY ADVERTISING

1. AD Program.

Total Minority Media is \$183,988 (22%).
Total Minority Scholarships Ads - \$75,954 (28%).

2. Direct Mail Program.

3. Recruiting Publicity Items (RPI).

RPI 683 and 683a - Counter card with folder.

4. Specialty Items/Events.

Career film for minority prospects.
Exhibits at five (5) national conventions of minority organizations
FY 78 three minority seminars.

5. Research

Replication of the AIR Study "Development of an ROTC/Army Career
Commitment Model."
Second replication of AIR Study to include a special Hispanic
sampling.

C. ENROLLMENT TRENDS

<u>SY</u>	<u>BLACK ENROLLMENT</u>	<u>TOTAL ENROLLMENT</u>
71-72	5443 (10.835%)	50,234
72-73	5655 (13.694%)	41,294
73-74	5718 (17.213%)	33,220
74-75	7156 (18.187%)	39,346
75-76	9876 (20.405%)	48,400
76-77	12109 (22.149%)	54,671
77-78	13006* (21.794%)	59,677
78-79	12809 (20.935%)	61,185

B. MINORITY ADVERTISING

1. AD Program.

Total Minority Media is \$183,988 (22%).
Total Minority Scholarships Ads - \$75,954 (28%).

2. Direct Mail Program.

3. Recruiting Publicity Items (RPI).

RPI 683 and 683a - Counter card with folder.

4. Specialty Items/Events.

Career film for minority prospects.
Exhibits at five (5) national conventions of minority organizations
FY 78 three minority seminars.

5. Research

Replication of the AIR Study "Development of an ROTC/Army Career
Commitment Model."

Second replication of AIR Study to include a special Hispanic
sampling.

BLACK ENROLLMENT SY 78-79

TOTAL ROTC ENROLLMENT	61,185
TOTAL BLACK ENROLLMENT	12,809 (21%)
TOTAL ENROLLMENT 19 PREDOMINATELY BLACK HOST INSTITUTIONS	6,236
ENROLLMENT PREDOMINATELY BLACK HOST INSTITUTIONS	= 10%
OF TOTAL ROTC ENROLLMENT AND OF TOTAL BLACK ENROLLMENT	= 49%

BLACK ENROLLMENT TRENDS (MALE/FEMALE)

<u>SY</u>	<u>MALE</u>	<u>FEMALE</u>	<u>TOTAL</u>
75-76	6897 (70%)	2979 (30%)	9876
76-77	8342 (69%)	3767 (31%)	12,109
77-78	8620 (66%)	4386 (34%)	13,006
78-79	8366 (65%)	4443 (35%)	12,809

E. ROTC OFFICER PRODUCTION TRENDS

<u>FY</u>	<u>TOTAL. OFF PRODUCTION</u>	<u>TOTAL BLACK OFF PRODUCTION</u>	<u>19 HOST COLLEGE PRODUCTION</u>	<u>% 19 COL OF TOTAL BLACK PRODUCTION</u>
72	10,573	450 (4.256%)	341	75.7
73	7,251	457 (6.303%)	335	73.3
74	5,367	433 (8.068%)	345	79.7
75	4,606	461 (10.009%)	336	72.9
76	4,567	514 (11.255%)	352	68.5
77	5,890*	913*(15.501%)	467*	51.2
78	5,835	912 (15.630%)	479	52.5

*INCLUDES 7T (5Qtrs)

SCHOLARSHIPS

SY	TOTAL SCH	CAUCASIAN		BLACK		OTHER MINORITY	
		TOTAL	%	TOTAL	%	TOTAL	%
75-76	6500	5872	90.338	439	6.754	189	2.908
76-77	6500	5864	90.215	464	7.138	172	2.646
77-78	6500	5860	90.154	488	7.508	152	2.338
78-79	6500	5839	89.831	523	8.046	138	2.123

CONCLUSION: These figures show no significant change in the scholarships awarded to blacks over the past 4 years.

NOTE: 6500 SCHOLARSHIPS VERSUS TOTAL ROTC ENROLLMENT = 10.6%

SCHOOL YEAR 1978 - 1979 ARMY
 ROTC SCHOLARSHIP ENROLLMENT
 BY RACE/ETHNIC GROUP

	<u>4-Year</u>	<u>3-Year</u>	<u>2-Year</u>	<u>1-Year</u>	<u>Total</u>
Caucasian	2219	2424	999	197	5839
Black	28	356	119	20	523
Hispanic	15	26	17	2	60
Other	<u>27</u>	<u>24</u>	<u>22</u>	<u>5</u>	<u>78</u>
TOTAL:	2289	2830	1157	224	6500

SCHOLARSHIPS TO THE 19 PREDOMINATELY BLACK COLLEGES

SY 78-79

280 Black

14 Caucasian

294

280 Black Scholarships is 53.5% of the total black scholarships given in SY 78-79. 280 is 4.308% of the overall scholarships awarded.

HOST INSTITUTIONS AWARDED TWO 3-YEAR

SCHOLARSHIPS FOR GREATEST NUMERICAL INCREASE IN MS III

MINORITY ENROLLMENT

STUDENT BODY SIZE 0-3000	STUDENT BODY SIZE 3001-8000	STUDENT BODY SIZE 8001+
<p>Alcorn Univ</p> <p>Bishop Col</p> <p>New Mexico Mil Inst</p> <p>St Augustine's Col</p> <p>St Peter's Col</p> <p>Univ of Tampa</p> <p>Davidson Col</p> <p>Loyola Co., MD</p> <p>Southern Arkansas Univ</p> <p>Central State Univ, OH</p> <p>Johns Hopkins Univ</p> <p>Wake Forest Univ</p> <p>Lafayette Col</p> <p>Valley Forge Military Acad</p> <p>The Citadel</p> <p>Kofford Col</p> <p>*West Virginia St Col</p> <p>Arkansas Tech Univ</p> <p>Wentworth Mil Acad & Jr Col</p> <p>Univ of Arkansas, Pine Bluff</p>	<p>Jackson St Col</p> <p>Georgia St Univ</p> <p>Austin Peay St Univ</p> <p>Univ of Southern Mississippi</p> <p>Virginia St Col</p> <p>Nicholls St Univ</p> <p>Fordham Univ</p> <p>LaSalle Inst</p> <p>Morehead St Univ</p> <p>Northwestern St Univ of LA</p> <p>Bucknell Univ</p> <p>Michigan Tech Univ</p> <p>Tulane Univ</p> <p>Weber St Col</p> <p>Columbus Col</p> <p>Univ of South Dakota</p> <p>Loyola Univ, IL</p> <p>Marquette Univ</p> <p>Rensselaer Polytech Inst</p> <p>Howard Univ</p>	<p>Univ of Puerto Rico, Mayaguez</p> <p>St John's Univ, NY</p> <p>Univ of Delaware</p> <p>Univ of Pennsylvania</p> <p>Clemson Univ</p> <p>Univ of Houston</p> <p>Univ of Arizona</p> <p>NC St Univ at Raleigh</p> <p>Univ of Kentucky</p> <p>East Mich Univ</p> <p>Univ of Nebraska</p> <p>Univ of Connecticut</p> <p>Auburn Univ</p> <p>Univ of Texas, El Paso</p> <p>Syracuse Univ</p> <p>Univ of Virginia</p> <p>Univ of Iowa</p> <p>Univ of California, Los Angeles</p> <p>Texas A&M Univ</p> <p>Youngstown Univ</p>

*TRADITIONALLY BLACK BUT NO LONGER PREDOMINATELY BLACK.

SCHOLARSHIPS BY TYPE TO THE 19 HOST COLLEGES

	4-YR	SCHOLARSHIP TYPE			TOTAL
		3-YR	2-YR	1-YR	
1. Howard Univ, D.C.		4	2		6
2. Florida A&M Univ, FL		8	1		9
3. Fort Valley St College, GA		4	2		6
4. Morgan State Univ, MD		12	2		14
5. North Carolina A&T St Univ, NC		21	2		23
		(3C&18B)			
		8			8
6. St Augustines College, NC		18	2		20
7. South Carolina St College, SC		12	5		17
8. Hampton Institute, VA		3	5		8
9. Norfolk State College, VA		14	1		15
10. VA State College, VA		(11B&3C)	2		11
		9			
11. Central State Univ, OH		(8B&1C)	7		35
12. Alabama A&M Univ, AL	1	27	(1C&6B)		24
		(2C&25B)	6		18
13. Tuskegee Institute		18	3		13
14. Univ of Arkansas at Pine Bluff		15	2		15
15. Southern Univ & A&M College		11	1		21
16. Alcorn State Univ		14	7		25
17. Jackson State Univ		14	(6B&1C)		
	1	20	4		6
18. Bishop College			(2B&2C)		
19. Prairie View A&M Univ	1	4	1		294
TOTALS	3	236	55		

COMPARISON OF ROTC SCHOLARSHIP APPLICANTS

FOR 1975, 1976, AND 1977 ACADEMIC YEARS

BLACK APPLICANTS

- RECEIVED LOWER SAT/ACT SCORES
- WERE LOWER ON HIGH SCHOOL CLASS STANDING
- WERE THE SAME AS OTHER APPLICANTS ON THE EXTRA-CURRICULAR AND ATHLETIC ACTIVITIES INDEX
- DID BETTER THAN WHITE APPLICANTS ON INTERVIEW BOARD SCORES FOR 1975 AND 1976 EQUALLY AS WELL FOR 1977
- OBTAINED A LOWER WHOLE PERSON SCORE FOR ALL THREE YEARS

II. WHERE CAN WE REASONABLY GO?

- A. OVERALL INCREASE IN SCHOLARSHIPS
- B. DEDICATED SCHOLARSHIPS (NOT AVAILABLE AT CURRENT CEILING)
- C. INCREASE DETACHMENTS IN PREDOMINATELY BLACK SCHOOLS
- D. INCREASE CROSS-ENROLLMENT FOR PREDOMINATELY BLACK SCHOOLS
- E. INCREASE ADVERTISING

CAPABILITY OF SMALL BLACK COLLEGES/UNIVERSITIES

TO PRODUCE QUALITY OFFICERS FOR THE ARMY

APPROACH

COMPARE PERFORMANCE OF ROTC GRADUATES OF PREDOMINATELY
BLACK COLLEGES/UNIVERSITIES WITH ROTC GRADUATES OF PRE-
DOMINATELY WHITE COLLEGES/UNIVERSITIES

1. IN ROTC ADVANCED CAMP
2. IN OFFICER BASIC COURSES (OBC)
3. DURING INITIAL DUTY ASSIGNMENT ON RATINGS ALONG
CERTAIN LEADERSHIP FACTORS AND PERFORMANCE RATINGS
IN SPECIFIC DUTIES
4. ON OER RATINGS

LEVEL OF COLLEGES IN WHICH
STUDENTS OF THE ROTC CLASS OF 73 WERE ENROLLED

MEASURE	MEAN	
	BLACK COLLEGES	WHITE COLLEGES
SAT-V	362.57	527.29*
SAT-M	381.00	560.85*
ACT	16.00	21.11*

*INDICATES A TRUE DIFFERENCE

PERFORMANCE OF STUDENTS OF PREDOMINATELY

BLACK COLLEGES AND PREDOMINATELY

WHITE COLLEGES IN THE 1972 SUMMER CAMP

CRITERION MEASURES - ROTC CLASS OF 73

VARIABLE	MEAN	
	BLACK COLLEGES	WHITE COLLEGES
Rifle Marksmanship	109.97*	99.40
Physical Fitness	109.92*	99.40
Land Navigation	89.06	99.55*
Comprehensive Examination	93.88	100.64*
Performance	99.69	100.66
Personal Characteristics	98.44	100.15
Unique Situations	96.69	100.94*
Peer Ratings	97.81	99.61
Field Problems	99.06	100.16

*INDICATES A TRUE DIFFERENCE

COMPARISON OF ROTC GRADUATES BY

PREDOMINATE RACE OF COLLEGE ATTENDED

ON OFFICER BASIC COURSE (OBC) MEASURES

CRITERION MEASURES - ROTC CLASS OF 73

MEASURES	MEAN	
	BLACK COLLEGES	WHITE COLLEGES
OFFICER EVALUATION BATTERY		
COMBAT LEADERSHIP		
Composite	79.62	101.22*
Cognitive	68.65	102.20*
Non-Cognitive	99.10	99.75
TECHNICAL-MANAGERIAL LEADERSHIP		
Composite	81.86	104.25*
Cognitive	74.13	107.86*
Non-Cognitive	97.39	98.83
CAREER POTENTIAL		
Composite	79.02	101.61*
Cognitive	77.42	103.56*
Non-Cognitive	89.75	98.98*
CAREER INTENT	112.66*	99.53
LEADERSHIP PEER RATINGS IN OBC		
Mid-Course	99.55	100.06
Final	95.42	100.19*
OBC FINAL GRADES	79.51	99.31*

*INDICATES A TRUE DIFFERENTIAL

COMPARISON OF ROTC GRADUATES BY

PREDOMINATE RACE OF COLLEGE

ATTENDED ON RATINGS OF INITIAL

DUTY PERFORMANCE - LEADERSHIP DIMENSIONS

CRITERION MEASURES - ROTC CLASS OF 73

RATING	MEAN	
	BLACK COLLEGES	WHITE COLLEGES
Duty Performance	90.46	100.66*
Combat Leadership	91.27	100.63*
Technical Managerial Leadership	92.31	100.60*
Tactical Knowledge	89.97	100.73*
Understanding Mission	92.79	100.51*
Decision Making	91.50	100.60*
Defining Subordinates Roles	92.40	100.53*
Planning and Organizing	93.71	100.44*
Motivating Troops	100.73	99.96
Logistical Knowledge	94.02	100.45*-

*INDICATES A TRUE DIFFERENCE

COMPARISON OF ROTC GRADUATES BY
PREDOMINATE RACE OF COLLEGE ATTENDED
ON RATINGS OF INITIAL DUTY PERFORMANCE
SPECIFIC DUTIES

CRITERION MEASURES - ROTC CLASS OF 73

RATING	ENTRY PERFORMANCE		CURRENT**PERFORMANCE	
	BLACK COLLEGES	WHITE COLLEGES	BLACK COLLEGES	WHITE COLLEGES
Administrative Duties	81.36	91.97*	99.37	109.02
Counseling of Subordinates	88.38	97.23*	102.02	107.28
Maintaining Troop Readiness	85.88	94.68*	101.50	105.97
Conducting Instructional Activities	81.41	93.66*	100.02	107.69
Supply Activities	82.11	93.74*	100.93	107.78
Demonstration Professional Knowledge in Work	81.03	91.68*	100.48	109.52
Mission Accomplishment	81.98	92.63*	102.21	108.16
Additional Duties	84.80	94.16*	100.90	106.62

*INDICATES A TRUE DIFFERENCE

**12 TO 18 MONTHS AFTER ENTRY PERFORMANCE.

COMPARISON OF OER RATINGS FOR ROTC
 GRADUATES OF PREDOMINATELY BLACK
 COLLEGES AND OF PREDOMINATELY WHITE COLLEGES
 CRITERION MEASURES - ROTC CLASS OF 1973

	MEAN	
	<u>BLACK COLLEGES</u>	<u>WHITE COLLEGES</u>
1974	173.49	178.94
1975	184.15	187.19*
1976	188.45	190.74

*INDICATES A TRUE DIFFERENCE

CLOSE #910

STANDARDIZED MEANS OF SELECTION VARIABLES
FOR ROTC MALE 4-YEAR SCHOLARSHIP APPLICANTS
FOR THE 1975, 1976, AND 1977 ACADEMIC YEARS

VARIABLE	1975		1976		1977	
	BLACK*	WHITE	BLACK	WHITE	BLACK	WHITE
SAT/ACT SCORES	846.26	1020.01*	802.72	1033.97*	833.11	1099.40*
SAT-V	416.32	521.80*	395.66	525.66*	406.59	529.91*
SAT-M	430.54	558.21*	407.05	562.28*	426.57	569.49*
CLASS STANDING (PERCENTILE)	75	81*	74	80*	72	82*
EXTRACURRICULAR AND ATHLETIC						
ACTIVITIES	101.34	99.93	100.60	99.97	103.28	99.80
INTERVIEW BOARD SCORE	103.11*	99.82	105.42*	99.82	102.24	92.95
ATTITUDE	105.74*	99.35	105.69*	99.82	99.45	100.01
APPEARANCE	107.24*	99.84	105.54*	99.85	111.64*	99.75
POISE	107.83*	99.84	104.84*	99.81	105.09	99.99
ORAL EXPRESSION	105.64*	99.88	99.32	100.02	99.77	100.00
LEADERSHIP POTENTIAL	107.99*	99.83	106.51*	99.82	101.77	100.00
WHOLE MAN SCORE	87.10	100.63*	85.03	100.65*	80.51	101.11*

INDICATES A TRUE DIFFERENCE

PERFORMANCE OF STUDENTS OF PREDOMINANTLY BLACK
COLLEGES AND PREDOMINANTLY WHITE COLLEGES
IN THE 1972 AND IN THE 1976 ROTC SUMMER CAMPS
ON COMPARABLE MEASURES

MEASURES	MEAN			
	1972		1976	
	BLACK COLLEGES	WHITE COLLEGES	BLACK COLLEGES	WHITE COLLEGES
PERFORMANCE	99.69	100.66	96.36	100.36*
PHYSICAL FITNESS	109.92*	99.40	102.70*	99.74
LAND NAVIGATION	89.06	99.55*	93.00	100.86*
FIELD PROBLEMS	99.06	100.16	88.90	101.02*
PEER RATING (LEADER)	97.81	99.61	94.36	100.46*
PEER RATING (MANAGER/SUPERVISOR)	97.81	99.61	94.36	100.46*

* INDICATES A TRUE DIFFERENCE

INSTITUTIONAL AND STUDENT POPULATION CHARACTERISTICS

NO DIFFERENCE

INSTRUCTOR BACKGROUND

(I.E. - MILITARY, ACADEMIC RANK, BRANCH, ETC.)

CONTACT HOURS IN DIFFERENT CONTENT AREAS OF INSTRUCTION

SPECIAL CADET ACTIVITIES

SUBSTITUTION HOURS

STATUS OF ROTC UNIT IN INSTITUTION*

DIFFERENCE

SAT/ACT LEVEL HIGHER IN WHITE COLLEGES

*DCSROTC disagrees w/this finding.

**COMPARISON ON 1976 ROTC SUMMER CAMP PERFORMANCE
(ROTC CLASS OF 1977)**

ROTC CADETS FROM PREDOMINATELY BLACK COLLEGES

- ④ DEMONSTRATED HIGHER PERFORMANCE IN THE
PHYSICAL FITNESS AREA
- ④ PERFORMED LOWER IN ALL OTHER AREAS

COMPARISON ON OER RATINGS

ROTC GRADUATES OF PREDOMINATELY BLACK COLLEGES

● RECEIVED LOWER OER ANNUAL AVERAGE SCORES FOR 1974
AND 1975

● OBTAINED OER ANNUAL AVERAGE SCORES SUBSTANTIALLY
THE SAME AS OTHER GRADUATES FOR 1976

COMPARISON ON FIRST TOUR PERFORMANCE

ROTC GRADUATES OF PREDOMINATELY BLACK COLLEGES

● RECEIVED LOWER RATINGS ON RATINGS OF DIFFERENT LEADERSHIP STYLES WITH THE EXCEPTION OF MOTIVATING TROOPS

● RECEIVED LOWER RATINGS ON PERFORMANCE IN SOME DUTIES SUCH AS

ADMINISTRATIVE DUTIES

INSTRUCTIONAL ACTIVITIES

SUPPLY ACTIVITIES

● PERFORMED AS WELL AS GRADUATES OF OTHER COLLEGES IN
COUNSELING SUBORDINATES
MAINTAINING TROOP READINESS

COMPARISON CN OFFICER BASIC COURSE (OBC) PERFORMANCE

• ROTC GRADUATES OF PREDOMINATELY BLACK COLLEGES

● SCORED HIGHER ON SCALES OF THE OFFICER EVALUATION
BATTERY (OEB) REFLECTING MOTIVATION FOR A CAREER AS

AN ARMY OFFICER

● SCORED LOWER ON THE OEB COGNITIVE SCALES

● RECEIVED LOWER FINAL COURSE PEER RATINGS

● RECEIVED LOWER FINAL COURSE GRADES

COMPARISON ON OFFICER BASIC COURSE (OBC) PERFORMANCE

• ROTC GRADUATES OF PREDOMINATELY BLACK COLLEGES

● SCORED HIGHER ON SCALES OF THE OFFICER EVALUATION BATTERY (OEB) REFLECTING MOTIVATION FOR A CAREER AS AN ARMY OFFICER

● SCORED LOWER ON THE OEB COGNITIVE SCALES

● RECEIVED LOWER FINAL COURSE PEER RATINGS

● RECEIVED LOWER FINAL COURSE GRADES

OBJECTIVES

1. TO DETERMINE IF THERE IS A SET OF REASONS, SUBJECT TO REMEDIATION, FOR THE LOW SELECTION RATE OF ROTC GRADUATES OF HISTORICALLY BLACK COLLEGES.
2. TO PROVIDE ADDITIONAL INFORMATION ON THE SUBJECT OF IMPROVING THE SUCCESS-RATE OF OFFICERS FROM HISTORICALLY BLACK COLLEGES.

CHART 1

Incl 4

FOUR SEPARATE APPROACHES

1. EXAMINATION OF THE RECORDS OF OFFICERS SELECTED AND NON-SELECTED FOR PROMOTION TO CAPTAIN, RA, TO DETERMINE ANY SPECIAL REASONS FOR PROMOTION BOARD ACTION IN NON-SELECTION OF OFFICERS WHO GRADUATED FROM HISTORICALLY BLACK COLLEGES.
2. INTERVIEWS WITH BLACK ROTC CADETS AND WITH BLACK ROTC FACULTY MEMBERS.
3. EVALUATION OF ROTC ADVANCED CAMP PERFORMANCE.
4. EVALUATION OF OFFICER BASIC COURSE (OBC) PERFORMANCE.

SAMPLES

- SELECTION FOLDER DATA:
193 OFFICERS CONSIDERED FOR PROMOTION TO CAPTAIN,
REGULAR ARMY
- INTERVIEWS WITH BLACK CADETS AND BLACK ROTC FACULTY
MEMBERS:
36 CADETS
18 ROTC FACULTY MEMBERS
- ROTC ADVANCED SUMMER CAMP PERFORMANCE:
7,173 CADETS IN 1979
5,259 CADETS IN 1978
- OFFICER BASIC COURSE / PERFORMANCE
1,561 OFFICERS WHO ATTENDED OBC IN 1979
1,243 OFFICERS WHO ATTENDED OBC IN 1978

FINDINGS
SELECTION FOLDERS

- ALL OFFICERS NOT SELECTED FOR PROMOTION, WHEN COMPARED WITH ALL OFFICERS SELECTED, WERE MORE FREQUENTLY CONSIDERED AS NEEDING IMPROVEMENT OR BEING DEFICIENT OR RECEIVED LESS THAN FAVORABLE WRITTEN COMMENTS ON 11 OR ATTRIBUTE AREAS.
- OFFICERS FROM HISTORICALLY BLACK COLLEGES WHO WERE NOT SELECTED FOR PROMOTION WHEN COMPARED WITH OFFICERS FROM HISTORICALLY BLACK COLLEGES WHO WERE SELECTED, WERE MORE FREQUENTLY CONSIDERED AS NEEDING IMPROVEMENT, AS BEING DEFICIENT, OR RECEIVED LESS THAN FAVORABLE WRITTEN COMMENTS ON THE SAME PROFESSIONAL ATTRIBUTE AREAS WITH THE EXCEPTION OF PHYSICAL FITNESS.

CRITICAL OER ATTRIBUTE AREAS
FOR SELECTION TO
CAPTAIN RA

- TECHNICAL COMPETENCE
- SEEKING RESPONSIBILITY
- ACCEPTING FULL ACCOUNTABILITY FOR ACTIONS AND ACTIONS
OF SUBORDINATES
- RELIABILITY OF JUDGEMENT
- MAINTAINING EFFECTIVE TWO-WAY COMMUNICATION
- CONCERN FOR BEST INTERESTS OF SUBORDINATES
- SUBORDINATING PERSONAL INTERESTS AND WELFARE TO THOSE
OF THE ORGANIZATION AND STAFF
- PERSONNEL CONDUCT SETTING THE PROPER EXAMPLE FOR SUBORDINATES
- BEING INNOVATIVE IN APPROACH TO DUTIES AND RESPONSIBILITIES
- DEMONSTRATING A BREADTH OF PERSPECTIVE AND DEPTH OF UNDER-
STANDING BEYOND LIMIT OF SPECIFIC RESPONSIBILITIES
- PHYSICAL FITNESS

SUMMARY OF SELF REPORTS
OBTAINED FROM GROUP INTERVIEWS

SELF REPORTS OBTAINED FROM GROUP INTERVIEWS INDICATED THAT
CADETS FROM HISTORICALLY BLACK COLLEGES FEEL THAT THEY:

- DO NOT PROJECT AN IMAGE OF SELF-CONFIDENCE
- HAVE DIFFICULTY IN THEIR INTERACTION WITH WHITE CADETS
- EXPERIENCE A CERTAIN AMOUNT OF "CULTURE SHOCK" IN A
PREDOMINANTLY WHITE ENVIRONMENT
- ARE DISCRIMINATED AGAINST IN CADET PEER RATINGS
- ARE NOT AS WELL PREPARED IN MILITARY SKILLS AS
THEIR WHITE COUNTERPARTS
- ARE NOT GIVEN AN OPPORTUNITY FOR CADET LEADERSHIP
POSITIONS EARLY ENOUGH IN ADVANCED CAMP
- ARE NOT APPRECIATED FOR THEIR ABILITY TO THE SAME
EXTENT AS THAT OF WHITE CADETS
- ARE INSECURE IN THEIR ABILITY TO EXPRESS THEIR IDEAS

FINDINGS

ROTC SUMMER CAMP PERFORMANCE

ROTC CADETS FROM HISTORICALLY BLACK COLLEGES:

- HAD A HIGHER AVERAGE PERFORMANCE IN PHYSICAL FITNESS THAN DID CADETS FROM WHITE COLLEGES.
- PERFORMED LOWER THAN CADETS FROM WHITE COLLEGES IN ALL OTHER AREAS.
- RECEIVED POOREST PERFORMANCE SCORES IN MILITARY SKILLS.
- FURTHER DISCUSSION: CADETS FROM HISTORICALLY BLACK COLLEGES SHOWED A SLIGHT TREND TOWARD IMPROVEMENT IN 1979 SUMMER CAMP PERFORMANCE OVER THAT FOR 1978. NO CHANGE WAS NOTED IN THE PERFORMANCE OF COUNTERPART CADETS FROM WHITE COLLEGES.

PERFORMANCE OF STUDENTS FROM HISTORICALLY BLACK COLLEGES
AND CADETS FROM WHITE COLLEGES IN THE 1978 ROTC SUMMER CAMP
(ROTC CLASS OF 1979)

MEASURE	MEAN	
	BLACK COLLEGES	WHITE COLLEGES
JOB PERFORMANCE		
WEIGHTED	<u>94.14</u>	<u>100.75</u>
SUPERVISORY OFFICER ADVISOR TRAINER	93.50	100.79
PLATOON OFFICER ADVISOR TRAINER	93.96	100.72
PLATOON NCO ADVISOR TRAINER	94.65	100.65
PHYSICAL FITNESS	<u>106.26</u>	<u>99.30</u>
ORIENTEERING		
WEIGHTED	<u>93.65</u>	<u>100.99</u>
FREE STYLE ORIENTEERING I	92.77	100.78
FREE STYLE ORIENTEERING II	93.90	100.71
MILITARY SKILLS	<u>86.56</u>	<u>101.42</u>
PEER RATINGS		
WEIGHTED	<u>94.80</u>	<u>100.83</u>
COMBAT COMMANDER/LEADER	95.56	100.48
TECHNICAL STAFF MANAGER	93.53	100.69

ALL DIFFERENCES BETWEEN COLUMNS STATISTICALLY SIGNIFICANT

PERFORMANCE OF STUDENTS FROM HISTORICALLY BLACK COLLEGES
AND CADETS FROM WHITE COLLEGES IN THE 1979 ROTC SUMMER
(ROTC CLASS OF 1980)

MEASURE	MEAN	
	BLACK COLLEGES	WHITE COLLEGES
JOB PERFORMANCE		
WEIGHTED	<u>95.13</u>	<u>100.68</u>
SUPERVISORY OFFICER ADVISOR TRAINER	92.89	100.83
PLATOON OFFICER ADVISOR TRAINER	95.03	100.65
PLATOON NCO ADVISOR TRAINER	95.65	100.57
PHYSICAL FITNESS	<u>104.31</u>	<u>99.49</u>
ORIENTEERING		
WEIGHTED	<u>94.37</u>	<u>100.96</u>
FREE STYLE ORIENTEERING I	94.51	100.68
FREE STYLE ORIENTEERING II	93.73	100.75
MILITARY SKILLS	<u>87.74</u>	<u>101.37</u>
PEER RATINGS		
WEIGHTED	<u>95.59</u>	<u>100.78</u>
PEER RATING II	95.34	100.53
PEER RATING I	95.34	100.54

ALL DIFFERENCES BETWEEN COLUMNS STATISTICALLY SIGNIFICANT

FINDINGS
OFFICER BASIC COURSE PERFORMANCE
(1977 AND 1978 SAMPLES)

GRADUATES OF HISTORICALLY BLACK ROTC HOST INSTITUTIONS:

- RECEIVED LOWER FINAL COURSE GRADES THAN GRADUATES OF WHITE ROTC HOST INSTITUTIONS IN BOTH SAMPLES
- RECEIVED HIGHER FINAL COURSE GRADES IN 1978 OBC THAN 1977 OBC.

NO CHANGE IN OBC FINAL COURSE GRADES FOR GRADUATES OF WHITE INSTITUTIONS.

COMPARISON OF ROTC GRADUATES OF HISTORICALLY BLACK COLLEGES
AND OF GRADUATES OF WHITE COLLEGES
ON OFFICER BASIC COURSE (OBC) PERFORMANCE

	AVERAGE PERFORMANCE	
	1977 SAMPLE	1978 SAMPLE
GRADUATES OF BLACK INSTITUTIONS	75.89	85.05
GRADUATES OF WHITE INSTITUTIONS	102.21	101.60

CHART 11

SUMMARY OF FINDINGS

- NO SINGLE ONE OR SMALL SET OF OER ATTRIBUTE AREAS ACCOUNTS FOR LOW SELECTEE RATE OF OFFICERS FROM HISTORICALLY BLACK COLLEGES.
- CADETS FROM HISTORICALLY BLACK COLLEGES REPORT FEELING LESS PREPARED AND LESS APPRECIATED.
- CADETS FROM HISTORICALLY BLACK COLLEGES GENERALLY PERFORM LOWER THAN THEIR COUNTERPARTS IN ROTC SUMMER CAMP.
- THE LARGEST GAP BETWEEN CADETS FROM HISTORICALLY BLACK COLLEGES AND CADETS FROM WHITE COLLEGES WAS IN MILITARY SKILLS IN ROTC SUMMER CAMP, AND THIS WAS THE AREA OF POOREST PERFORMANCE FOR CADETS FROM HISTORICALLY BLACK COLLEGES.
- GRADUATES FROM HISTORICALLY BLACK COLLEGES PERFORMED LOWER THAN THEIR COUNTERPARTS IN OBC.
- GRADUATES OF HISTORICALLY BLACK COLLEGES IN 1978 OBC PERFORMED BETTER THAN IN 1977 OBC.

IMPLICATIONS

- RECOGNIZE THAT BY CONVENTIONAL MEASURES (E.G., SAT), CADETS AT HISTORICALLY BLACK COLLEGES ARE OF LOWER ACADEMIC ABILITY THAN CADETS AT WHITE COLLEGES.
- IDENTIFY AND REMEDIATE ACADEMIC DEFICIENCIES.
- PROVIDE MATERIALS, EQUIPMENT AND PROGRAM OF INSTRUCTION (POI), TO ENHANCE TRAINING IN MILITARY SKILLS AND MONITOR PROGRESS OF MILITARY SKILLS.
- DEAL WITH CADET PERCEPTION OF LOWER SOCIAL COMPETENCE.
 - PROVIDE PARTICIPATION IN SELECTED ROTC ACTIVITIES WITH CADETS FROM WHITE ROTC UNITS LOCATED IN THE SAME GEOGRAPHICAL AREA
 - PARTICIPATION IN CADET TROOP LEADERSHIP TRAINING (CTLT) SHOULD BE INCREASED FOR CADETS FROM THESE SCHOOLS.
 - USE HUMAN RELATIONS TRAINING OR ASSERTIVENESS TRAINING TO HELP TRANSITION TO A PREDOMINANTLY WHITE ENVIRONMENT.
 - ENRICH ROTC CURRICULUM WITH INSTRUCTION IN WRITTEN AND ORAL PRESENTATIONS.
 - INCREASE LEADERSHIP LABORATORY TRAINING.

12 points (9 percent); and leadership positions - 96 points (12 percent). In scoring each type activity, points achieved for different activities are not cumulative. Only the top single score is used in each area.

(2) Points in this category are awarded to applicants who worked after school and were limited in the participation of extracurricular and athletic activities. A point system is used for equating a student's afterschool work with extracurricular and athletic activities and leadership positions held when afterschool work limited his/her participation in such activities.

e. Interview board scores (maximum points, 80 or 10 percent). In accordance with section III of this appendix, competitive applicants are interviewed to determine their qualifications for an ROTC scholarship. Detailed instructions for interviews will be furnished to PMS, ROTC regions, overseas commands, and embassies prior by 15 August 1980.

f. Physical Aptitude Exam scores (maximum points, 80 or 10 percent). Detailed instructions for administering the PAE will be furnished prior to 15 August 1980.

Section II. QUALITY ENRICHMENT PROGRAM (QEP)

F-5. General. This section provides commands and PMS supplemental guidance for implementing the QEP. In addition to the 4-year scholarship nationwide competition prescribed in Section I, every effort will be made to insure full compliance with this program.

F-5. Responsibilities.

a. Commanders are responsible for regional publicity and providing assistance to PMS as appropriate.

b. PMS are responsible for —

(1) Coordination with university/college officials.

(2) Personally contacting (or a designated representative from his staff) regionally located individuals whose names and addresses were released from the college board testing agencies.

(3) Forwarding completed applications to HQ TRADOC.

F-6. Conduct of QEP. Historically black colleges serve as the major source for minority Army officers who are commissioned each year. The Army has a strong interest in obtaining as many highly qualified minority officers as possible. One means to increase the number of highly qualified minority officers produced by these schools is by increasing the overall quality of the ROTC Advanced Course at these schools. This program is designed to attain that objective by increasing the number of 4-year ROTC Scholarship recipients who choose to attend these institutions. The number is

Incl 5

determined annually based on the number of officers commissioned the previous year from historically black colleges. The percentage is then applied to the 4-year scholarships to be offered that next selection cycle. The number of scholarships authorized for the SY 81-82 QEP is 87. (NOTE: Number was based on FY 79 since FY 80 data will not be available until December 1980.)

a. Individuals considered for this program must agree to enroll at one of the historically black colleges.

b. Since allocation for this program is based on officer production, the QEP will be reviewed annually to insure growth in production is accompanied by some incremental increase in the number of students from historically black institutions who enter ROTC Advanced Course with SAT of 850 or the equivalent.

c. Upon receipt of names and addresses of high school students from the college board testing agencies, the PMS or his representative will personally call upon the students and/or the parents in their regional area to acquaint them with the Army ROTC 4-year scholarship program, provide the forms necessary for application if not previously furnished, and assist the students in completing an application.

d. Applications from students who have agreed to attend a historically black institution if selected for a scholarship will be so identified by placing "QEP" in red below the form number on page 1 of DD 1893 (4-year scholarship application form). Upon receipt of these applications, HQ TRADOC will process for competition in the QEP and nationwide competition.

e. Applications from students who were contacted through QEP, but expressed a desire to attend other than a traditionally black institution will compete in the nationwide competition and QEP. These students, if not selected for nationwide competition may be offered a scholarship, if otherwise qualified, under the QEP.

f. Sponsoring PMS of QEP applicants who are selected for scholarships will be immediately notified of the students selection. This will permit personal notification to the student and institutional officials then assume the responsibility to complete admission arrangements with the student.

g. Students awarded a scholarship under QEP selection who subsequently either notify this headquarters that they do not intend to enroll or who fail to enroll at a historically black institution will have the scholarship withdrawn and selection status in national competition would prevail.

h. Any unused QEP scholarships will revert to nationwide competition.

SY 81-82 QUALITY ENRICHMENT PROGRAM

SCHOLARSHIP ALLOCATIONS

HISTORICALLY BLACK INSTITUTIONS

<u>INSTITUTION</u>	<u>ALLOCATION</u>	<u>INSTITUTION</u>	<u>ALLOCATION</u>
Howard University	5	Lincoln University	2
Florida A & M University	5	Central State University	3
Fort Valley State College	4	Alabama A & M University	7
Morgan State University	3	Tuskegee Institute	4
North Carolina A & T State University	7	University of Arkansas at Pine Bluff	3
St. Augustine's College	5	Southern University & A & M College	2
South Carolina State College	7	Alcorn State University	4
Hampton Institute	5	Jackson State University	6
Norfolk State University	3	Bishop College	2
Virginia State University	8	Prairie View A & M College	5
West Virginia State College	3		

ADDITIONAL ROTC
STAFFING AT HISTORICALLY
BLACK COLLEGES

Incl 6

PURPOSE: ASSIGN, ON A "TRIAL BASIS," ONE ADDITIONAL

OFFICER TO EACH HBC TO HELP ALLEVIATE PERCEIVED

COMMUNICATIONS, INTERPERSONAL RELATIONS AND CULTURAL

ADJUSTMENT PROBLEMS EXPERIENCED BY HBC CADETS AND

COMMISSIONEES.

PROGRAM:

- PERSONNEL = SCARCE RESOURCE

-- IMPLEMENTATION: IN TWO INCREMENTS

o PHASE I: ASSIGN ONE ADDITIONAL OFFICER TO EACH

OF SIX SELECTED HBCs - (FY 80 AUG/SEP 80)

oo MONITOR - PROGRESS

UTILIZATION

oo MEASURE - CADET PERFORMANCE AT SUMMER CAMP

COMMISSIONEE PERFORMANCE AT OBCs

o PHASE II: ASSIGN ONE ADDITIONAL OFFICER TO EACH

OF THE REMAINING 15 HBCs - (FY 83)

o DECISION POINT:

- DETERMINE IF AUTHORIZATION FOR ONE ADDITIONAL OFFICER, WITH SPECIAL QUALIFICATIONS, SHOULD BE PERMANENTLY AUTHORIZED ABOVE WORKLOAD STAFFING LEVELS, AT EACH HBC.

-- JUSTIFICATION WILL BE BASED ON:

- oo UNIQUE CONDITIONS AT HBCs
- oo SPECIAL PROBLEMS FACED BY HBC CADETS AND

COMMISSIONEES

- oo RESULTS ACHIEVED, OR NOT ACHIEVED, BY ADDITIONAL OFFICERS AS DEMONSTRATED BY MEASURABLE IMPROVEMENT IN HBC CADET/COMMISSIONEE PERFORMANCE.

OFFICER QUALIFICATIONS

GRADE: MAJOR (04)

SC: 28, ALT 41

SPECIAL QUALIFICATIONS:

AS1: 5Z (OE) OR

GRADUATE OF DRRI OR

MASTERS DEGREE IN PSYCH, HUMAN REL,
ORGANIZATIONAL OR INTERPERSONAL COMMUNICATIONS, ETC.

PHASE I SCHOOLS:

REGION 1

HOWARD UNIVERSITY	DC
WEST VIRGINIA STATE COL	WV
ST. AUGUSTINE'S	NC

REGION 3

TUSKEGEE INST	AL
SOUTHERN UNIVERSITY	LA
JACKSON STATE U.	MS

METHODOLOGY

CONCEPTUAL (BEING DEVELOPED)

o BASE DATA:

- PERFORMANCE AT ROTC ADV CAMP (FY 78, 79, 80)

OF ALL HBC CADETS

- PERFORMANCE OF CADETS FROM 6 PHASE 1 SCHOOLS
- PERFORMANCE OF CADETS FROM 15 PHASE 2 SCHOOLS
- SAME DATA FOR (FY 78, 79, 80) PERFORMANCE OF

HBC COMMISSIONEES AT OBCs.

- o MONITOR PERFORMANCE AT SUBSEQUENT (FY 81, 82, 83)
CAMPS AND OBCs BY SCHOOL, PHASE GROUPINGS
- o ANALYZE RESULTS/CHANGES IN PERFORMANCE
- o COLLECT (ARI) SUBJECTIVE DATA ON IMPACT OF PROGRAMS
USING ADDITIONAL OFFICER (PHS, INSTIT OFC, CADETS)



SECRETARY OF THE ARMY
WASHINGTON

SUBJECT: Letter of Instruction to the Captain, RA, APL Selection Board

President, Selection Board

1. Authority. This selection board is appointed under the provisions of AR 624-100 to consider officers of the Army Promotion List for promotion to the permanent grade of captain, Regular Army.
2. General. The board will convene at Headquarters, U.S. Army Military Personnel Center, Hoffman II Building, at 0800 hours, 23 October 1979 or on call. Inclosure 1 provides administrative instructions, reports required, and specifies the oath for the selection board and recorders.
3. Method and Number to be Selected.

a. The best qualified method of selection as prescribed in AR 624-100 will be used to select the number of officers specified below:

<u>Promotion List</u>	<u>Zone of Consideration</u>	<u>Number to be Selected</u>
Army	All 1LT, RA with a PDOR of 30 Sep 77 and earlier or basic date of 30 Sep 74 and earlier.	1525

b. All officers who are recommended as best qualified must first be considered fully qualified. In determining whether an officer under consideration is fully qualified for promotion, the selection board should satisfy itself that the officer is qualified professionally and morally, has demonstrated integrity, and is capable of performing the duties expected of an officer with his or her qualifications in the next higher permanent grade.

c. The Director of Military Personnel Management, Office of the Deputy Chief of Staff for Personnel, will be notified immediately in the event the board finds a lesser number fully qualified than the number to be selected under the best qualified method.

4. General Guidance.

a. It is essential that the Army have officers who are outstanding unit leaders as well as officers who can provide leadership in other

Inc 1 7

SUBJECT: Letter of instruction to the Captain, RA, APL Selection Board

areas, such as specialist career fields and supporting staffs. The board must select the best qualified officers and, in the process, recognize that various assignments require different strengths, techniques, and background.

b. Promotion in the Army is based on the board's determination of the potential of an officer to perform in the higher grade. The officer's entire record should be used to determine his or her potential and as an aid in predicting future performance. The determination of an officer's potential will be based, for the most part, on the record of performance and aptitude in his or her primary specialty and finally by considering the overall duty performance. The board will focus on the proficiency of performance and not be unduly influenced by diversity of assignments or the level at which duties are performed. Army assignment philosophy today is predicated on the belief that all assignments are important assignments.

c. Specific qualifications necessary for promotion are not prescribed by the Department of the Army. Accordingly, no single factor should be allowed to become overriding. Nonselection, however, can properly be based on a major disciplinary action, relief for cause, demonstrated cowardice, lack of integrity, moral turpitude or professional ineptitude.

d. Inclosure 2 contains general guidance on the factors to be considered in determining professional qualifications and promotion potential.

5. Restrictions.

a. Recommendations of the selection board will be marked "FOR OFFICIAL USE ONLY" and will be so considered until recommended lists are announced by the Department of the Army.

b. Upon board adjournment, members are encouraged to familiarize other officers with the selection board procedures in general. However, specific statistical analyses or details of the board proceedings pertaining to selection or nonselection of individual officers, whether recorded or unrecorded, will not be disclosed for any reason.

c. Board membership will not be revealed until the board adjourns.

- 2 Incl
1. ADMINI
2. Guidance

Clifford L. Alexander, Jr.

ADMINISTRATIVE INSTRUCTIONS

1. Eligibility. The DA Secretariat for Selection Boards will furnish the board with the names and personnel records of the officers to be considered for promotion. If discrepancies or apparent inconsistencies are noted, the recorders assigned to this board will obtain necessary additional information.
2. Procedures. Board members will use the following general procedures in evaluating the records of the officers in the zone of consideration:
 - a. Initial evaluation will be accomplished by evaluating all records in alphabetical order.
 - b. Each panel, working independently, will select the number of officers specified in paragraph 3 of the basic instructions.
 - c. After selections are completed by each panel, the panels will merge as one board to reconsider those officers who are not unanimously selected or nonselected by the panels. These officers will comprise the "grey" area that must be reevaluated in order to select the remaining promotion quotas.
3. Reports. Officers considered will be categorized as indicated below and reported to the Secretary of the Army:

<u>Category</u>	<u>Promotion List</u>
a. Recommended for promotion	APL
b. Not recommended for promotion	APL

Statements to preface each of the above reports are as follows:

Recommended

"The board, acting under oath and having in view the special fitness of officers and the efficiency of the Army, has carefully reviewed the case of every officer submitted to it for consideration. In the opinion of the majority of the members, the officers named on the attached inclosures who have been selected are fully qualified and are the best qualified through ability, efficiency, and length of service to assume the duties of the next higher Regular Army grade and are hereby recommended for promotion."

Not Recommended

"The board, acting under oath and having in view the special fitness of officers and the efficiency of the Army, has carefully reviewed the

4. Oath. The following oath or affirmation shall be administered to the recorder by the president of the board:

The following oath or affirmation shall be administered by the recorder to each member of the board:

"You, _____, do solemnly swear (or affirm) that you will without prejudice or partiality, and having in view both the special fitness of officers and the efficiency of the Army, perform the duties imposed upon you, and further, that you will not divulge the proceedings or results thereof pertaining to the selection or nonselection of individual officers except to proper authority."

GUIDANCE

1. General.

a. The Army's promotion system is designed to:

(1) Meet the Army's requirements for commissioned officers in the various grades.

(2) Maintain the integrity of the promotion system by providing for fair and equitable advancement of commissioned officers throughout a full career in the Army, giving advancement opportunity to the proven outstanding officers and eliminating the substandard or marginal officers as early in the career pattern as feasible.

(3) Provide a proper promotion flow through the various grades to ensure an energetic, highly-motivated officer corps and a high retention rate among the best qualified officers.

b. No evaluation of demonstrated professionalism or potential for future service can be complete or objective without a review of the entire record. An isolated example of excellence or mediocrity should not be used as a determinant for selection or nonselection. The analysis of individual records to determine the relative potential for performance at the next higher grade should include a careful review of all of the following factors:

(1) Integrity and character. Throughout the selection process, consideration must be given to integrity and moral character. These constitute the real foundation for successful leadership. An officer who has sacrificed his integrity has sacrificed the respect and trust of those with whom he serves. Absolute integrity of word, deed, and signature is a matter that permits no compromise. Thus, the individual officer bears great responsibility for the establishment and observance of scrupulous ethical and moral standards.

(2) Demonstrated sensitivity to human beings and the ability to communicate. Sets high standards, sees that they are met and in every way "takes care" of his soldiers and their dependents.

(3) Intelligence and creativity.

(4) Performance of assigned duties and professional competence.

(5) Trend in efficiency--up or down--as experience is gained and responsibility increases.

(6) Length of service, maturity and vigor.

(7) Military and civil education.

(8) General physical condition. A partial disability which is the result of a disease, wound or injury should not in itself be considered disqualifying unless it prevents the individual from performing his or her duty. The board must bear in mind that waivers have been granted to officers with certain physical profiles. Therefore, the fact that an officer has been continued on active duty is tantamount to establishing that he or she possesses the physical qualifications which would allow assignment to any position commensurate with his or her grade, specialties and profile limitations. In case of doubt, the matter is to be brought to the attention of the DCSPER for final resolution. This guidance is not to be confused with an officer's professional responsibilities for maintaining reasonable standards of physical fitness and weight control as prescribed in AR 600-9.

c. The fact that an officer was not selected by a prior board is not to be considered reason for nonselection by a subsequent board. All officers in the zone of consideration are competing equally. The board must form its own independent evaluation on the basis of the officer's record as compared to all officers considered for promotion.

d. Selection of an officer for promotion requires evaluation of the officer's attitude and dedication to serve the nation and the Army. As far as possible, based on the records available, particular attention must be given to the selfless officer. Special consideration should be given to the officer who generates spontaneous, contagious enthusiasm while demonstrating a selfless dedication to serve.

2. Evaluation Reports.

a. The basic and most important single document in an officer's record is the evaluation report. The Army attempted to reduce the "inflation" in officer evaluation report numerical ratings in order to obtain a more valid indicator of the performance and potential of rated officers which allows more precise and meaningful comparisons. On 1 January 1973, a new evaluation report was put into effect, and on 7 February 1973, a message from Headquarters, Department of the Army, was sent to commanders. This message stressed the importance of more realistic officer evaluations. In some cases, commanders and all those in the rating chain made a conscientious effort to follow the guidance and deflate the rating system, while in other cases, inflated ratings continued to be submitted. As a result, some officers could have been unduly penalized, in comparison to their peers, during the early period of change to the new evaluation report system. The boards should be aware of this. DA Form 67-7 reports through 31 December 1973 are stamped "FIRST YEAR." While these reports should not be disregarded, they should be weighed in light of the officer's entire record. A single report with a relatively low score, particularly one in the first year of this implementation, should not in itself normally be the basis for non-selection.

b. The narrative section in each report must be closely examined. It is here that a pattern of strengths and weaknesses over a period of time will appear. These reports should be weighed in light of:

- (1) Length of time in assignment.
- (2) Length of time covered by each report.
- (3) The consistency of ratings between raters and indorsers.
- (4) Type of observations, i.e., daily contact, infrequent observations, records and reports.
- (5) The continuity and trend of ratings over a period of time.

c. The composite score of each evaluation report is not converted to an overall index or average score. The score of each evaluation report must be considered hand-in-hand with the narrative portion of the report. While a numerical score is a factor to be considered, it must not of itself be a determinant for selection or elimination from consideration.

d. Successful OER appeals result in amendment, revision or elimination of the report in question. Prior to 1 May 1978 correspondence on denied appeals was filed in the efficiency section of the OMPF. Correspondence on appeals denied after 1 May 1978 is currently placed on the "restricted" fiche of the OMPF. The "restricted" fiche will not be released to the board unless requested through the president of the board and approved by the Director of Military Personnel Management, ODCSPER, DA, on a case-by-case basis. No stigma should be attached to the fact that an OER appeal was not favorably considered.

3. Minority and Female Officers. The Army is firmly committed to a plan of affirmative actions which is intended to provide equal opportunity for minority and female officers in all facets of their career development, utilization, and progression. The affirmative action goal for this board is to achieve at least a 95 percent selection rate for minority, female and majority candidates under the best qualified method of selection. Prior to adjournment, the board president will provide the DMPH a status report on the affirmative action goal. Specifically, the report will indicate, of the number of officers selected by the board as best qualified, the majority, minority, and female selection rates (percentage of those selected out of those considered in each category). In addition, if any category is below a 95% selection rate, the report will indicate the number of fully qualified officers which could be judged best qualified under an increased numerical ceiling that would assure the minimum 95 percent selection rate for each category. It goes without saying that all candidates selected will have the requisite qualifications for promotion.

4. Appendix 1, inclosure 2 contains guidance on the Officer Personnel Management System. It is recognized that most individuals being considered for promotion to the grade of captain, have become qualified in only one specialty. Knowledge by the board of the system under which these officers will be developed is a necessary factor in evaluating his or her demonstrated ability and potential.

5. Derogatory Information.

a. The weight to be given derogatory information must be determined by the collective judgment of the board. Care must be taken also not to unduly penalize officers who have had early exposure to heavy responsibilities and the inherent opportunity to make mistakes through honest but misguided effort. Accordingly, each OER requires careful consideration along with the type of assignment held, and you must make your recommendations based on the whole person concept. One poor evaluation report in and of itself should not be a basis for nonselection.

b. At CONUS installations not served by a Federal magistrate, an individual committing a traffic offense, to include driving under the influence, and other infractions of a civil nature may receive nonjudicial punishment or a court-martial, the record of which is in personnel files. However, an individual whose traffic or other violation on post was disposed of by a Federal magistrate would not have a record of conviction placed in his or her personnel files. Overseas, Federal magistrates have no jurisdiction. Due consideration should be given to the fact that essentially identical conduct is disposed of in different ways when reviewing records of disciplinary action for ordinary traffic or other minor offenses. Furthermore, indications of past disciplinary action should be evaluated in comparison to an individual's overall record of performance and potential in view of the seriousness of the offense.

b. The narrative section in each report must be closely examined. It is here that a pattern of strengths and weaknesses over a period of time will appear. These reports should be weighed in light of:

- (1) Length of time in assignment.
- (2) Length of time covered by each report.
- (3) The consistency of ratings between raters and indorsers.
- (4) Type of observations, i.e., daily contact, infrequent observations, records and reports.
- (5) The continuity and trend of ratings over a period of time.

c. The composite score of each evaluation report is not converted to an overall index or average score. The score of each evaluation report must be considered hand-in-hand with the narrative portion of the report. While a numerical score is a factor to be considered, it must not of itself be a determinant for selection or elimination from consideration.

d. Successful OER appeals result in amendment, revision or elimination of the report in question. Prior to 1 May 1978 correspondence on denied appeals was filed in the efficiency section of the OMPF. Correspondence on appeals denied after 1 May 1978 is currently placed on the "restricted" fiche of the OMPF. The "restricted" fiche will not be released to the board unless requested through the president of the board and approved by the Director of Military Personnel Management, ODCSPER, DA, on a case-by-case basis. No stigma should be attached to the fact that an OER appeal was not favorably considered.

3. Minority and Female Officers. The Army is firmly committed to a plan of affirmative actions which is intended to provide equal opportunity for minority and female officers in all facets of their career development, utilization, and progression. The affirmative action goal for promotions is to achieve a percentage of minority and female selections comparable to the overall selection rate for the total population in the zone of consideration. It goes without saying that all candidates selected will have the requisite qualifications for promotion.

4. Command and Staff.

a. Command and other supervisory assignments contribute significantly to career development. It must be realized that the number of command positions in the Army Medical Department is more limited than in the other branches of the Army. Therefore, the board must carefully weigh all assignments and compare the degree of responsibility, managerial skill, and personnel leadership.

OFFICER PERSONNEL MANAGEMENT SYSTEM

1. General.

a. The Officer Personnel Management System (OPMS) is designed to concentrate an officer's service, through training, education and assignments, along two specialty tracks. The Army is committed to OPMS as a means of satisfying both the contemporary needs of the Army, and those of the individual. Although the full implementation of OPMS will take several years, its logic must be extended into the promotion and school selection system now. A failure to reflect the Army's commitment to OPMS in the recommendations made by DA Selection Boards raises the risk that acceptance of and belief in OPMS by the officer corps will be delayed. For the present, members of promotion/selection boards must recognize and guard against the danger of selecting officers in their own image; the officer corps is comparing board results with the purpose of OPMS as outlined in DA Pamphlet 600-3. Board results should support the Army's policy of commitment to OPMS and produce tangible evidence that adds to its credibility.

b. Each specialty places unique demands on the officer corps. It is essential that the Army have officers who are outstanding troop and technical unit leaders, supporting staff managers, and technological specialists. The board must pick the best qualified officers, but must also recognize that various specialties and their attendant duties require different strengths, techniques and backgrounds. Highly capable officers must progress through specialist fields to positions of increasing responsibility if the present and future requirements of the Army are to be met.

2. Generalist/Specialist. Though a generalist philosophy prevailed in the past, the thrust of officer service today focuses on dual specialty development, with the officer developing skills in two OPMS specialties. Some specialties are relatively broad, others are more narrowly defined; some are technically oriented, others are not. In some cases, the needs of the Army have required officers being considered by the board to receive specialized training and repetitive duty assignments at increasing levels of responsibility, thus achieving a high degree of specialization. The board should not overly weigh the type of development, be it specialized or generalized, but rather the officer's manner of performance and potential for continued outstanding service. If an officer is among the best in his or her field and meets the high standards of selection, he or she should be selected.

3. Duty Assignments.

a. While the intent of OPMS is to develop officers with skills in two specialty areas, officers being considered by this board have on occasion served outside what are now their designated specialties. The board must

select officers who have demonstrated by their manner of performance the potential for continued outstanding service whatever the officer's specialties or duty positions. Under the broad thrust of OPMS, and in keeping with current Army policy that all assignments are important assignments and worthy of the best that the officer can produce, references to the importance of any specific types of assignments have been purposely omitted from this Letter of Instruction. Assignments have been made primarily to meet stated Army requirements. The key question the board must answer is: "What is the demonstrated ability and indicated potential of this officer?" The board's actions should be consistent with the objectives of OPMS and reflect the policy that all assignments are important assignments.

b. Normal development of an officer's potential often requires assignment to staff positions at various grade levels. The indication of successful staff assignment is a significant measure of an officer's ability and potential. All staff assignments should be judged by the officer's manner of duty performance and the requirements of the assignment.

c. Command or other supervisory assignments, particularly in combat, contribute to career development. However, it is emphasized that command assignments are neither available nor desirable for all specialties. The number of command positions is more limited than other types of duty and is available to officers of some specialties more than to others; in some specialties, command is not available at all. Therefore, the board must carefully weigh all assignments and assess the degree of responsibility, managerial skills, and personal leadership required in them.

d. The Army has benefited from the unique skills possessed by certain members of the officer corps. Those skills, highly specialized and perhaps nonmilitary in the traditional sense, may require the continuous involvement of the officer concerned. Due weight must be given to the enhanced prestige and reputation enjoyed by the Army through the efforts of these officers.

e. Some officers have had considerable civilian schooling in support of their professional development. The nature and importance of the schooling, and achievement of the officer as a student, must be considered. However, officers who have not been given the opportunity for such schooling must not be penalized; as with command, this is usually a matter beyond their control.

f. Resident and nonresident completion of any military school are equivalent. While it is recognized that the resident student has enjoyed the additional benefit of seminars, guest speakers, and peer associations, the officer, who on his or her own initiative has completed such a course by nonresident mode, must be given due credit for the initiative, drive for self-improvement, and dedication to professionalism which he or she has shown.

g. Constructive school credit is authorized by Army regulations. The Commander, MILPERCEN may grant completion equivalency of all or part of school courses to officers who are qualified through length of service, field experience or demonstrated ability. Constructive credit is equivalent to a resident course.



DEPARTMENT OF THE ARMY
HEADQUARTERS UNITED STATES ARMY TRAINING AND DOCTRINE COMMAND
FORT MONROE, VIRGINIA 23061
OFFICE OF THE DEPUTY CHIEF OF STAFF FOR ROTC

29 NOV 1979

ATRO-PST

SUBJECT: Quality of ROTC Graduates from Historically Black Colleges

Lieutenant General Robert G. Yerks
Deputy Chief of Staff for Personnel
United States Army
Washington, DC 20310

1. As you recall at the July meeting of the Presidents of Historically Black Colleges (HBC), considerable attention was paid to the quality of ROTC cadets who were being graduated from those institutions. At that time Army Research Institute (ARI) was tasked to assess the quality of ROTC cadets/graduates of HBC on a continuing basis. At your direction ARI has continued to gather data and has developed what they term as "implications," which can be translated into recommendations for operational implementation. (Inclosure 1)
2. Recently members of my staff and I were briefed by Dr. Arthur Gilbert, ARI on the theme of improving the quality of the HBC graduates. It is my understanding that this briefing was also given to members of the DA-DCSPER staff. In general, I support the findings, objectives and implications as presented in the ARI briefing. You will note that no additional resourcing (personnel) is considered in the recommendations at Inclosure 1. Although Dr. Foster of Tuskegee Institute recommended to you that each HBC be increased by one officer to assist in improving graduate quality, my Region Commanders were unanimous in their recommendation that no staffing increase be provided to those schools. During a late September conference at my headquarters the Region Commanders and I were in agreement that a viable alternative to increased staffing appeared to be a heavy concentration of military communicative skills in the ROTC curriculum. The infusion of verbal and written techniques would be totally military oriented and would begin in MS I.
3. In our continuing efforts to upgrade quality I have asked ARI to pursue additional research questions which are at Inclosure 2. It is my belief that the development of special curriculum activities, which will eventually include the new ROTC Core Curriculum--once refined and published, and the concerted effort now being made by the Region Commanders, we should give the technique oriented solution a chance to work prior to expending scarce personnel resources.

Incl 8

29 NOV 1979

ATRO-PST

SUBJECT: Quality of ROTC Graduates from Historically Black Colleges

4. I plan to have each of the Region Commanders concerned pursue the technique approach with the assistance of my staff. Also, I intend to arrange for each of the HBC presidents to receive a briefing on the methodology we intend to employ.

2 Incl

as



DANIEL W. FRENCH

Brigadier General, GS

Deputy Chief of Staff for ROTC

Performance of ROTC Officers from Predominately Black Colleges

Implications

1. Recognize that by conventional measures (e.g., SAT), cadets at historically black colleges are of lower academic ability than cadets at white colleges.
2. Identify and remediate academic deficiencies.
3. Provide materials, equipment and program of instruction (POI), to enhance training in military skills and monitor progress of military skills.
4. Deal with cadet perception of lower social competence.
 - a. Provide participation in selected ROTC activities with cadets from white ROTC units located in the same geographical area.
 - b. Participation in cadet troop leadership training (CTLT) should be increased for cadets from these schools.
 - c. Use human relations training or assertiveness training to help transition to a predominantly white environment.
 - d. Enrich ROTC curriculum with instruction in written and oral presentations.
 - e. Increase leadership laboratory training.

Done

RESEARCH QUESTIONS

1. What are the factors influencing retention of ROTC cadets/graduates from different types of host institutions?
2. How do ROTC graduates (male/female) from different host institutions and academic background perform in OBC in the different career branches?
3. What is the quality of ROTC faculty at the different host institutions?
4. What is the performance of cadets at Advanced Camps of different types of host institutions for male/female?

FACT SHEET


DCSROTC/RM Div
Mr. Creasey/3871
12 February 1980

PURPOSE

To provide General French with data on the ROTC Affirmative Action Plan.

FACTS

1. The following compares total minority enrollment by category for SY 78-79 to SY 79-80 and the percent each category makes up of the total SROTC enrollment for SY 79-80.

	<u>SY 78-79</u>	<u>SY 79-80</u>		<u>% of Enrl for SY 79-80</u>
Black	12809	13180	+2.9	20.7
Hispanic	2626	2539	-3.3	4.0
Asian American	462	535	+15.8	.8
American Indian	130	148	+13.8	.2
Other	<u>169</u>	<u>176</u>	<u>+4.1</u>	<u>.3</u>
TOTAL MINORITY ENRL	16196	16578	+2.4	26.0

2. In SY 78-79 race/ethnic minority enrollment comprised 26.5% of the total SROTC enrollment. The HODA affirmative action plan requires black enrollment to be 19% of total enrollment by 4th Qtr FY 80. We exceed that goal now. Similarly, Hispanic enrollment should comprise 4.3% of total enrollment. To aid in attaining this goal, Pan American University has been selected as a new institution in Phase I of Expand the Base. Other predominantly Hispanic schools will be considered in future phases of Expand the Base. Females comprise 25.0% of total enrollment as compared to the affirmative action goal of 25%.

Incl 9

FACT SHEET

DCSROTC/RM Div
Mrs Pleasants/3471
12 Feb 80

PURPOSE

To provide BG French data on the cadet enrollment by racial categories at the Predominantly Black Colleges.

FACTS

1. The ROTC cadet enrollment by racial categories at the Predominantly Black Colleges is as follows:

a. Male--

<u>COLLEGE</u>	<u>White</u>	<u>Black</u>	<u>Amer Ind/Al</u>	<u>Asian/ Pac</u>	<u>Hispanic</u>	<u>Other/ Unkn</u>
Howard U	5	90				
Fla A&M	1	110			1	
Ft Valley GA State Col	3	166				
Morgan State U		83			1	
NC A&T Univ	25	199				
St Augustine		134				
S Carolina State	1	472	1			
Hampton Inst		154				
Norfolk State		267				
Va State	13	308				1
W. Va State	21	46				1
Lincoln	52	183				
Central State	2	129			1	
Alabama A&M	9	353				
Tuskegee		145				
U of Ark-Pine Bluff-15		359				
S. Univ & A&M		107				
Alcorn State		171				
Jackson State	1	160		2		
Bishop College	3	47			1	
Prairie View A&M	2	822	1		5	
TOTAL	153	4505	2	2	9	2
PREDOMINANTLY BLACK						

b. Female—

<u>COLLEGE</u>	<u>White</u>	<u>Black</u>	<u>Amer Ind/Al</u>	<u>Asian/ Pac</u>	<u>Hispanic</u>	<u>Other/ Unkn</u>
Howard U	1	50				
Fla A&M		39				
Ft Valley GA		152				
State Col						
Morgan State U	1	58				
NC A&T Univ	1	64				
St Augustine		117				
S Carolina State		325				
Hampton Inst		81				
Norfolk State	1	215				
Va State	4	144				
W. Va State	4	21				
Lincoln		46				
Central State	3	67				
Alabama A&M	1	51				
Tuskegee		117				
U of Ark-Pine Bluff-2		70				
S. Univ & A&M		96				
Alcorn State		241				
Jackson State	1	216				
Bishop College	2	30				
Prairie View A&M	—	42				
TOTAL	21	2242				
PREDOMINANTLY BLACK						

BAKER

2. Cadet enrollment by racial categories in the Military Junior Colleges are as follows:

<u>MJC</u>	<u>White</u>	<u>Black</u>	<u>Amer Ind</u>	<u>Asian</u>	<u>Hispanic</u>	<u>Other</u>
GA MIL						
Male	48	15	1			
Female	5	3				
Valley Forge						
Male	75	17		3	1	
Female						
Kemper						
Male	42	9		22	3	1
Female	2	1		6		
Wentworth						
Male	33	10		2	6	1
Female						
Marion						
Male	199	17		2	3	
Female						
New Mex Mil Inst						
Male	251	31	6	22	52	5
Female	20	4	1	3		2

AS PART OF OUR STUDY OF QUALITY

THESE VISITS WERE MADE BY COL KELLY ADCSROTC
ONLY 5 SCHOOLS BUT OVER HALF OF OBC POPULATION

Incl 11

*Time since taken is greatest problem
in failure in Map Reading*

WEAKNESSES

ARMOR SCHOOL	INFANTRY SCHOOL	SIGNAL SCHOOL
MAP READING	MAP READING	
GO/NO TESTING	DRILL AND CEREMONIES	DRILL AND CEREMONIES
PHYSICAL FITNESS	PHYSICAL FITNESS	UNIFORMS
APPEARANCE STANDARDS	NBC	MILITARY CUSTOMS AND
		COURTESIES
MILITARY COURTESY	COMMUNICATIONS	
LEADERSHIP		

conduct of
Just
participate

Told Man, just
does not measure

Confidence is key factor

THESE ARE THE FREQUENTLY LISTED WEAKNESSES FOR ALL OBC STUDENTS

SIMILAR PROBLEMS ARE FOUND AT ENGINEER AND AIR DEFENSE SCHOOLS

NOTE COMMON ITEMS

- MAP READING
- DRILL AND CEREMONIES
- MILITARY CUSTOMS AND COURTESY
- UNIFORMS AND APPEARANCE STANDARDS

OBC COURSE FAILURES

SCHOOL	STUDENTS	ALL FAILURES	%	HBC FAILURES
ENGINEER	393	15	3.8	5
ARMOR	426	4	1.	2
SIGNAL	236	5	2.1	2
INFANTRY	994	7	.70	2
AIR DEFENSE	<u>536</u>	<u>3</u>	<u>.80</u>	<u>1</u>
TOTAL	2385	34	1.4	12

REASONS FOR FAILURE

	ACADEMIC	LEADERSHIP/DISCIPLINE	PT/WEIGHT/MEDICAL
ENGINEERS	8	2	5
ARMOR	3		1
SIGNAL	2	3	
INFANTRY	3	2	2
AIR DEFENSE	1	2	

* Most HBC - academic failure; fails test repeatedly.

EARNED AWARDS WITHIN IOBC
(FIRST NINE IOBC-7B CLASSES)

STUDENT DISTRIBUTION	<u>USMA</u>	<u>ROTC</u>	<u>OCS</u>
% OF STUDENTS BY SOURCE OF COMMISSION	25%	52%	22%
<u>AWARD CATEGORIES:</u>	% OF AWARDS RECEIVED		
DISTINGUISHED/HONOR			
LEADERSHIP GRADUATES			
(5 PER CLASS)	24%	40%	36%
EARNED EIB	27%	51%	22%
EXCELLENCE IN WEAPONS			
QUAL AWARD	4%	50%	38%
EXCELLENCE IN PHYSICAL			
FITNESS AWARD	18%	59%	23%

THIS IS THE FT BENNING EXPERIENCE

- TOP LINE SHOWS PERCENT OF CLASS

- CATAGORIES SHOWN BELOW ARE PERFORMANCE CRITERIA

- WOULD EXPECT ROTC TO HAVE APPROXIMATELY 52%
- WOULD EXPECT SIMILAR USMA - ROTC PERFORMANCE AND SUPERIOR OCS PERFORMANCE

- ROTC BELOW EXPECTATION IN DISTINGUISHED HONOR AND LEADERSHIP GRADUATES

FAR GREATER ROLE EXPERIENCE BY OCS GRADUATES

- ETB AS EXPECTED
- EXCELLENCE IN WEAPONS AS EXPECTED FAR BETTER THAN USMA
- PHYSICAL FITNESS - ABOVE EXPECTATIONS

DISTRIBUTION OF STUDENTS IN THE TOP 20% OF SIGNAL OBC

	% OF CLASS	% TOP 20 PERCENT
ROTC	73	75.4
OCS	10.7	14.4
USMA	15.9	10

THIS CHART SHOWS OVERALL % OF CLASS BY SOURCE OF COMMISSION AND % IN
TOP 20% OF SIGNAL OBC COURSES (A TOTAL OF 323 OFFICERS)

ROTC WAS ABOVE EXPECTED
FAR BETTER THAN USMA

• ROTC IMPROVEMENT ACTION

•• REINFORCE REQUIREMENT TO SEND ACADEMIC OER

•• MILITARY SKILL QUALIFICATION I

- SURVEY OF LT JOB REQUIREMENTS

- IDENTIFY CORE CURRICULUM

- INVOLVE BASIC COURSE SCHOOLS IN DEVELOPMENT OF ROTC INSTRUCTION

•• ASSESSMENT OF MS II UNDER DEVELOPMENT

•• MS IV DIAGNOSTIC TEST UNDER DEVELOPMENT

∴

THESE ACTIONS WILL IMPROVE OUR PRODUCT

- OBC REQUIRED TO PROVIDE ACADEMIC OER ON EACH STUDENT
 - o ~~PMS FREQUENTLY DO NOT GET THIS FEEDBACK~~
 - o TRADUC LETTER WILL REINFORCE THIS POINT
- MSQI - ALREADY BRIEFED
 - o STANDARDIZE INPUT TO OBC
- ASSESSMENT WILL GIVE US A MUCH BETTER SCREEN OF COMMUNICATION AND INTERPERSONAL SKILLS WAS BRIEFED BY LTC JONES

MS IV DIAGNOSTIC TEST

- COMPREHENSIVE EXAM
- PROVIDES PMS AND STUDENTS FEEDBACK ON AREAS THAT NEED IMPROVEMENT
- TEST EARLY IN MS IV SO REMEDIAL TRAINING CAN OCCUR

• CONCLUSIONS

•• OVERALL PERFORMANCE OF ROTC CADETS IS EQUAL TO THAT OF
OTHER SOURCES OF COMMISSION

•• WEAKNESSES EXIST IN

- BASIC MILITARY SKILL TRAINING
- QUALITY SCREENING OF INDIVIDUALS
- COMPARATIVE EDUCATION LEVEL OF HBC GRADUATES

ROTC STUDENTS COMPARE FAVORABLY AS A GROUP

WE ARE CORRECTING WEAKNESS WITH

MSQ I

IMPROVE SCREENING WITH HS IV DIAGNOSTIC TEST

INCREASED EMPHASIS TO PMS ON QUALITY

HBC IMPROVEMENT PROGRAM

PROGRAM HISTORY (COMPARISON)

SY 74-75 & SY 79-80 (% CHANGE)

<u>ROTC ENROLLMENT</u>	<u>SY 74-75</u>	<u>SY 79-80</u>	<u>% CHANGE</u>
TOTAL	39346	65667	61.8
MALE	32992	47736	44.7
FEMALE	6354	15931	150.7

RACE & ETHNIC ENROLLMENT

WHITE	29658	47089	58.8
BLACK	7068	15180	86.5
HISPANIC	2105	2559	20.7
OTHER	517	859	66.2

SEX & RACE

WHITE MALE	25718	36559	42.2
FEMALE	3940	10530	167.3
BLACK MALE	5407	8693	60.8
FEMALE	1561	4487	170.1
HISPANIC MALE	1454	1827	25.7
FEMALE	649	712	9.7
OTHER MALE	413	657	59.1
FEMALE	104	202	94.2

*US 95 1476 Pan Amish
1994 Call in Florida*

• CORRECTIVE STEPS BEING TAKEN

•• HBC CONFERENCES:

•• QUALITY ENRICHMENT PROGRAM:

•• ADDITIONAL FIELD TRAINING:

•• IMPROVED INSTRUCTION:

•• DIRECTED ASSIGNMENT OF CADRE:

•• TEST OF SPECIAL STAFFING CONCEPT

•• \$270,000 HBC ADVERTISING CAMPAIGN

: : :

• VISIT MADE TO FOLLOWING OFFICER BASIC COURSES

•• ENGINEERS

•• SIGNAL

•• INFANTRY

•• ARMOR

•• AIR DEFENSE

..

• % OF OBC'S

•• 5 SCHOOLS BUT

•• 53% OF POPULATION

SUBJECT: Memorandum--MG (Ret) O. W. Dillard's Visit

1. Major General (Ret) Oliver W. Dillard was invited and attended a study conference which was held on 5 March 1980. The purpose of his visit was to provide the Black Officer retention and accessions study group clarifying information concerning the O5 promotion articles that appeared in the Army Times. Additionally, we felt that he might be of assistance in providing data that might be beneficial in the resolution of our study effort. The following is a summary of that meeting:

a. LTC David Jackson opened the conference by giving a short overview of our study. This included a summary of the USAWC 1979 study and the methodology of our study. He then turned over the meeting to General Dillard.

b. General Dillard prefixed his remarks with a recommendation that we investigate what has been done at the DA level (DCSPER). He stated that he thought that some work had been accomplished, but did not know to what extent.

c. He then gave us the background that led to the letter he wrote to the Secretary of the Army and resulted in the Army Times articles. In capsule he stated that:

(1) He has been actively involved in the Black Officer problem for greater parts of his Army career.

(2) That he had postulated that the "quality" of Black Officers had improved over the years of his service.

(3) He was shocked at the "quality" of the Black Officers files that he reviewed when he was the president of the O5 promotion board. He stated that although there were some files that had measured up to white files, these were small in numbers. He concluded that his postulation of Black Officer "quality" improving as a function of time was incorrect.

c. General Dillard said he asked himself, "is there a problem?" His answer was that, based upon the evidence, any rational person must conclude that there is a problem.

d. He stated that about five years ago MILPERCEN conducted a study that showed Black Officers' OERs were about twenty points lower than whites.

e. He then talked about what he thought was causing the problem. His analysis fell into three areas.

(1) The three panel system of selecting officers for promotion--this he felt was not a contributing factor and that the system on the whole was fair.

(2) The institution--he felt that there are problems in equal opportunity and fairness but "things are getting better."

(3) Education--this area he felt is the biggest contributor to the problem. The primary two areas that most Black Officers are deficient, in his opinion, are communicative skills and culture shock.

f. He stated that although he was an honor student from college he was lacking in the communication skills and worked hard to improve himself. He feels that this is what most Blacks need to do.

g. General Dillard stated that top Black students, attending Historically Black Colleges are not attracted to ROTC.

h. He believes that summer camp and OBC test results are valid and indicates that some Black Officers have not adopted to the Army environment. He feels that within about an eighteen month period most Blacks are on a par with their white counterparts.

i. He feels that we must improve the quality of PMS and ROTC staffs at HBCs and that we must hand pick white officers for these schools.

2. The conference ended with a question and answer period. For the most part many of the things stated above were repeated. One question that was asked was "what types of trends were found in the files of Blacks that you reviewed during your promotion board?" General Dillard's answer was, relief from command and bad checks.